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ABSTRACT

In recognition of the need to strengthen schools' efforts in developing students' awareness of the technological, consumer, occupational, recreational, and cultural aspects of business, this guide was compiled to provide information assisting those who design and implement curricula relating to business. The first division consists of statements by the Policies Commission for Business and Economic Education that specify guiding principles for developing a business education program and strategies for coping with expected future changes. Division 2 provides curricular models and course descriptions for four different business-related areas: basic business, office education (secretarial, administrative support, information processing), marketing education, and accounting. A section on business enrichment follows, including such areas as business mathematics, economics, career education, small business management, continuing (adult) business education, the cooperative method in vocational training, and multioccupation programs. Division 3 covers special resources, demands, and concerns affecting business education, such as students with special needs, professional organizations, sex equity, public relations, and program evaluation, followed by existing community college programs, certification requirements, and education agencies in Iowa. (TE)

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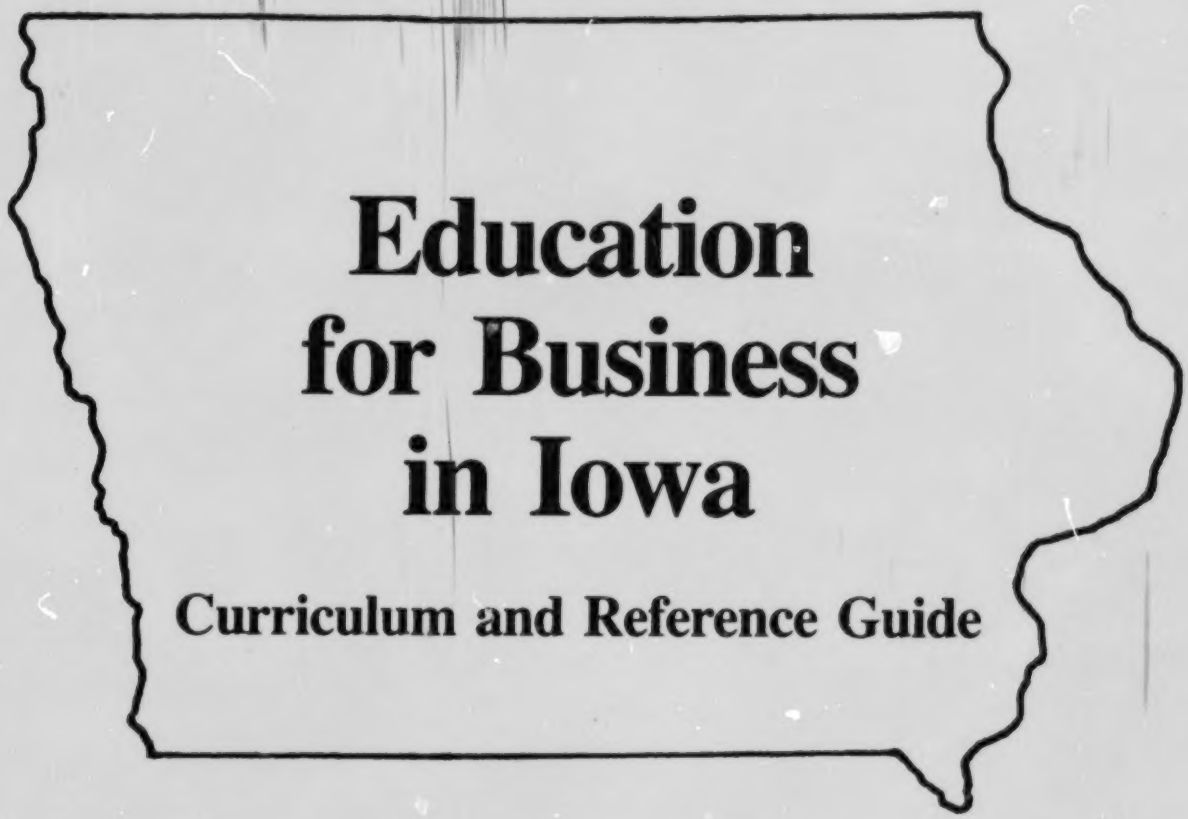

Education for Business in Iowa

Curriculum and Reference Guide

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Education for Business in Iowa

Curriculum and Reference Guide

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Foreword

Our concern for the curriculum of our schools prompts us all to continually seek ways to assess "what is" and idenufy ways to improve the educational activities and experiences now provided. Recognition of the need by many practitioners to strengthen the schools' efforts to develop the students' understanding of the technological, consumer, occupational, recreational and cultural aspects of business prompted the development of this guide.

The early involvement and commitment of representatives of the Iowa Business Education Association and the Statewide Advisory Committee in the development of this guide must be recognized as one of its major strengths. The continued involvement of those practitioners has contributed much to this effort to provide the type of information that is of assistance to those who are designing and implementing curricular experiences relating to business.

The educational experiences proposed in this guide offer rich opportunities for students to become acquainted with their business and technological culture. The format and content is uniquely helpful in providing information to managers of the learning process as they search for ways to assure that the career development goals and business education goals are incorporated in the educational program.

I am most pleased to be able to offer this assistance.

Robert D. Benton
State Superintendent of
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Acknowledgements

The members of the Statewide Advisory Committee have devoted extensive time and effort during the past three years on the development of this curriculum and reference guide for the business teachers of Iowa.

Appreciation is also extended to the many business educators who served on the many Writing Committees and to the Iowa Business Education Association for their support of this project.

As Project Directors, we wish to publicly acknowledge these people and express our sincere appreciation for their tireless and unselfish professional commitment.

S. ElVon Warner
Jack C. Reed

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Education for Business in Iowa
Curriculum and Reference Guide

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Division I
The Total Business Program

Section A

Policy Statements by the
Policies Commission for Business and Economic Education

Advisory Committee member
S. ElVon Warner

Business educators should develop an environment which encourages and promotes non-traditional careers for both males and females. These programs should provide for and encourage minority students and handicapped persons to select careers in business and should diminish sex, race, handicap bias, and stereotyping.

All business education curriculum areas should not discriminate and should provide for multicultured-nonsexist (MC/NS) strategies and activities. Every business teacher in the State of Iowa should become familiar with and comply with Iowa law concerning discrimination and MC/NS requirements.

Policy Statements by the Policies Commission for Business and Economic Education

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This We Believe About the Role of Student Organizations in Business Education (1982) I.A.17

Implementation of Policies Statements

The Policies Commission for Business and Economic Education is sponsored jointly by the National Business Education Association and Delta Pi Epsilon. The Commission was organized in 1959 to bring about a better understanding of what constitutes business and economic education and to render assistance to those who are concerned with the total education of young people.

In its task of determining the purposes of business and economic education, the Commission from time to time releases statements of proposed policies regarding programs in business and economic education. The Commission is also charged with the responsibility of redefining the important role of business and economic education in the total educational program and of developing recommendations for achieving that goal. The effectiveness of any policy statement depends primarily upon the extent of its implementation at the local, state, and national levels.

Local

City supervisors, heads of departments, and classroom business teachers should become thoroughly conversant with the stated policy. Local business education leaders should review with the appropriate school administrators the policy statement as it applies to their program. Local advisory committees for business education should be made aware of the statement from the Policies Commission. Business educators should review the content of the policy statement with student personnel and guidance staff and should present a resume of the key points to the local board of education.

State

State association leaders in business education, including regional and district representatives, should be familiar with the content of the policy statement. State leaders of business education, including the state supervisor of business education, should review the policy statement with the chief state education officer and the state director of vocational education. State business education leaders should also review the policy statement with the state advisory committee for vocational education and should assume the responsibility for presenting it to the education committee within the state legislature.

National

National professional business education organizations should distribute copies of the policy statement to their membership. The national offices of the sponsoring organizations should distribute copies of the policy statement to key personnel in related professional groups such as American Management Association, Administrative Management Society, American Association of Collegiate Schools of Business, National Secretaries Association, United Business Schools Association, and others.

This we believe about business education in the secondary school (1970)

Major statements of the purposes of education in America have identified a need for business education. Business education achieves its goals through —

Specialized instruction to prepare students for careers in business.

Fundamental instruction to help students assume their economic roles as consumers, workers, and citizens.

Background instruction to assist students in preparing for professional careers requiring advanced study.

In an effort to satisfy the needs of all students, secondary schools should provide sound programs of business education that provide instruction for and about business.

We believe that

. . . Business education is an effective program of occupational instruction for secondary students desiring careers in business.
. . . Business education has an important contribution to make to the economic literacy of all secondary school students.
. . . Business education is desirable for students who plan programs requiring postsecondary and higher education in the field of business.

Program Development

Careers in business

The occupational program should be related to the needs of business. Therefore, the business curriculum must be flexible and sensitive to changes in business.

We believe that

. . . Every secondary school should provide opportunities for students to prepare for careers in business.
. . . The time devoted to preparation for business occupations should depend upon the student's abilities, interests, and personal qualities.
. . . The sequence of learning experiences should be planned so that the students will achieve their highest occupational competency upon completion of their program.
. . . Instructional equipment and facilities should be comparable to those found in the businesses where students are likely to be employed.
. . . In-school laboratories that simulate business conditions can be an effective means of providing business education.
. . . On-the-job experience through cooperative education can be an addititional effective means of providing business education.
. . . An advisory committee should be involved in planning programs leading to employment in business.
. . . Certificates of occupational proficiency should be awarded to students who develop employable competencies. Proficiency certificates should be recognized as evidence of competency by employers or employment agencies.
. . . Every secondary school should have a youth organization for business students.

Roles as consumers, workers, and citizens

The consumers, workers, and citizens should know how to interpret economic issues which affect them and how to manage their economic affairs efficiently.

We believe that

. . . Opportunities must be provided for secondary school students to develop an understanding of how our business system operates.
. . . Programs that develop economic understanding should be planned cooperatively with other departments of the school that are concerned with economic education.
. . . Any requirements relating to the development of personal and social economic competencies should be reciprocally recognized by the respective departments of the school.

Guidance

The diversity and comprehensiveness of the business program requires that guidance services be available to all students.

We believe that

. . . Occupational information and assistance in interpreting that information should be available to all students.
. . . Every student should be assisted in establishing an awareness of his own interests and capabilities so that he may plan his career.
. . . The secondary schools have a direct responsibility to provide occupational counseling, placement, and follow-up of students enrolled in the business programs.

This we believe about the expanding leadership and planning role of business educators in developing a total vocational program in cooperation with other vocational educators and general educators (1971)

Historically, business education came into existence to provide occupational and career education. Increasingly it has attempted to meet the career needs and economic understanding needs of individuals and in turn meet the needs of the nation. Business education has a major responsibility to complement other fields of occupational education in serving the needs of society. It also has a responsibility to assist general educators in developing ways to help children and youth explore the world of work.

The major responsibilities are set forth in this policy statement, along with suggested strategies for meeting them.

Responsibility 1

Discover and analyze the manpower needs and employment status of the nation's work force.

Strategies:
a. Establishing local and state advisory committees
b. Discovering occupational trends
c. Making occupational surveys such as follow-up studies of students, job analyses, and job performance studies
d. Cooperating with government agencies concerned with labor and anti-poverty programs.

Responsibility 2

Plan programs in cooperation with educational personnel concerned with agriculture, distribution, home economics, trade and industry, health, technical, and newly emerging occupations.

Strategies:
a. Developing behavioral objectives common to all employment
b. Developing behavioral objectives unique to the various types of employment
c. Organizing instructional patterns to facilitate the achievement of the behavioral objectives
d. Establishing program priorities.

Responsibility 3

Participate in providing common experiences for vocational students through a group of coordinated youth organizations or a united organization.

Strategies:
a. Developing common objectives for vocational youth organizations
b. Conducting joint meetings for all vocational youth organization groups.

Responsibility 4

Participate in planning common programs of teacher education.

Strategies:
a. Developing a core of courses or experiences common to all prospective teachers
b. Developing a core of courses or experiences unique to all prospective vocational teachers
c. Coordinating standards for business teacher certification.

Responsibility 5

Participate in the development of a common program of administration and supervision of vocational education.

Strategies:
a. Coordinating standards for program accreditation
b. Developing a common systems approach for program planning and budgeting
c. Planning a total program of leadership and staff development.

Responsibility 6

Participate in the assessment and evaluation of a total vocational education program.

Strategies:
a. Developing standard instruments for evaluating all vocational programs
b. Developing standard instruments for assessing student performance.

Responsibility 7

Join other vocational services in promoting interests of the total field of vocational education.

Strategies:
a. Working through local, state, and national advisory councils
b. Working through common professional associations.

Responsibility 8

Participate with other vocational fields in educational research and development.

Strategies:
a. Cosponsoring cross-disciplinary research
b. Cosponsoring cross-disciplinary publications and dissemination of research findings
c. Developing procedures for gaining adoption and diffusion of innovations
d. Implementing and following up research findings.

Responsibility 9

Assist in planning a total program of career information and guidance.

Strategies:
a. Cosponsoring the development of a career-oriented curriculum (K-12)
b. Coordinating the collection and publication of occupational information and the dissemination of it to guidance counselors and other educational personnel.

Responsibility 10

Cooperate with educational personnel in the private sector — schools, industry, and nonpublic organizations.

Strategies:
a. Identifying educational efforts of the private sector
b. Assisting in the implementation of appropriate educational programs of all kinds
c. Coordinating the educational efforts of public and private agencies.

Responsibility 11

Assist in developing effective instructional media and materials to enhance the total vocational program.

Strategies:
a. Participating in the development of educational materials, media, and systems for all vocational fields
b. Assisting in the collection of performance data for such materials, media, and systems.

This we believe about the expanding leadership and planning role of the business educator in general education (1971)

Because of the rapid changes in society today as evidenced in technological advances which influence business activity and personal living, business educators have an expanding leadership and planning role in educational circles. Business teachers are increasingly involved in curriculum planning, in-service education programs, team teaching, and other educational endeavors. Many business teachers are working with other teachers in joint efforts for general education. Today the accomplishment of educational objectives appears to be more important than "what belongs in this subject" or "who teaches it."

In the past, buinesss teachers were primarily concerned with young people of secondary school age. Today they should be concerned with all levels of learners — elementary, secondary, and postsecondary — and with all phases of their growth and development.

The major responsibilities for leadership and planning are set forth in this policy statement with suggested strategies. Specifically, we believe that business educators should:

Responsibility 1

Provide opportunities for children, youth, and adults to learn about career opportunities and the world of work.

Strategies:
a. Work with guidance personnel, school administrators, and elementary educators to plan opporunities for elementary school pupils so that pupils will obtain information about and an understanding of the world of work.
b. Work with guidance personnel and students of all levels of learning to provide opportunities for students to acquire information about business occupations.
c. Work with teachers, administrators, and students in all vocational areas in high school to determine the general and specific occupational information that should be included in a study of occupations.
d. Incorporate into general business or introduction to business courses a study of careers in business.
e. Survey graduates to help evaluate the business education (and other vocational) offerings and provide occupational guidance information.
f. Work with libraries and guidance personnel to collect and disseminate occupational information.
g. Develop an occupational information materials resource center for use in the study of occupations.

Responsibility 2

Provide opportunities for children, youth, and adults to become competent in analyzing and evaluating the economic policies and activities of government agencies, business, industry, labor, and individuals.

Strategies:
a. Make available a course in economics to all students and encourage stressing the application of economic principles to business, labor, personal, and civic problems.

b. Encourage general business teachers to teach the application of economic principles to business, labor, personal, and civic problems.
c. Team-teach general business and economics as an integrated effort at gaining economic analysis skills.
d. Work with social studies and home economics teachers to identify the performance goals in applying economic principles to personal and civic problems.
e. Develop an economic education materials center.
f. Incorporate into general business or introduction to business a unit or units on business and labor policies.
g. Encourage working cooperatively with other teachers for the development of a course which includes a study of business, industry, and labor policies; environmental control; and other related problems.
h. Seek ways to become involved with businessmen and labor leaders in identifying responsibilities of business and labor for promoting public welfare.

Responsibility 3

Provide opportunities for children, youth, and adults to learn how to become intelligent consumers of goods and services.

Strategies:
a. Initiate or participate in school and community-wide committees and organizations concerned with consumer education.
b. Develop a list of interests, special competencies, and concerns of each business faculty member on consumer education, so that they can be resource persons throughout the school and community.
c. Introduce a course in consumer economics in the business department.
d. Collect, evaluate, and disseminate consumer information and instructional materials.
e. Participate in the development of lists of books and media on consumer economics to be added to the school and local libraries.
f. Develop a materials center for consumer information.
g. Initiate, or participate in, team teaching with home economics and social studies teachers in offering consumer economics.

Responsibility 4

Provide opportunities for children, youth, and adults to further refine communication, problem-solving, and decision-making skills.

Strategies:
a. Encourage all teachers to facilitate learning how to learn, learning how to think, and learning how to make decisions.
b. Become aware of steps that might be taken to improve the skills of listening, speaking, reading, and writing.
c. Make special efforts to assess skills acquired by learners in previous courses.
d. Work with other teachers in reinforcing basic skills.

Responsibility 5

Provide opportunities for children, youth, and adults to understand the importance of laws relating to the individual, to business, and to society.

Strategies:
a. Encourage teachers to cooperate in emphasizing the application of law to everyday problems.
b. Stress to all educators the critical need to help learners understand the importance of knowing enough about law to determine when one needs legal advice.
c. Collect materials relative to legal problems and make these available in a resource center.
d. Cooperate with legal personnel in disseminating information about legal problems.

Responsibility 6

Provide opportunities for children, youth, and adults to refine personal traits necessary for success in occupational and community life.

Strategies:
a. Provide classroom opportunities for the development of interaction skills through such procedures as role-playing, class evaluations, case studies, panels, discussions, group processes, and simulations.
b. Provide classroom opportunities for the study and evaluation of business ethics.
c. Initiate or participate in school-wide committees composed of elementary, secondary, and postsecondary teachers concerned with the development of character and personality traits.
d. Collect, evaluate, and disseminate, as an individual or as a member of a school-wide committee, the results of research and development in character education.
e. Conduct surveys and follow-up studies, as an individual or member of a school-wide committee, of the character-related successes and problems of graduates, the results of which are to be used in curriculum and program development.
f. Participate in the development of lists of books on personal development to be added to the school and local libraries.

This we believe about the preparation and certification of business teachers (1972)

We Believe

1. That business teacher certification standards should be sufficiently uniform in the 50 states of the United States so that business teachers who qualify in any one state also are eligible for certification in the other 49 states.
2. That persons certified to teach in the secondary schools must have completed at least a baccalaureate degree that includes both specialized preparation for teaching business subjects and the professional preparation required of all teachers.
3. That the primary emphasis in teacher preparation should be on teacher competencies rather than on completion of specified courses.
4. That competency examinations may be employed to determine the level of attainment and that teacher preparation programs may be appropriately organized on a "competency" rather than a "course-work" basis.
5. That firsthand knowledge of business activities and requirements for employment is essential for all business teachers and that prospective business teachers should be required to obtain this firsthand knowledge.
6. That the personal and professional values to be gained from participation in professional business education organizations require that all business teachers be active participants in these organizations. Prospective business teachers should be encouraged to participate in these organizations prior to their initial certification.
7. That all business teacher education programs should include supervised professional laboratory experiences. These experiences should enable prospective business teachers to assume responsibility for planning and guiding students through a series of appropriate learning experiences.
8. That business teacher certification should be on a renewal rather than a permanent basis. Certification renewal should be based on evidence of professional growth and development.
9. That all prospective business teachers should be encouraged to participate in youth organization work during the period of their teacher preparation so that the knowledges and attitudes necessary for successful organization and supervision of youth organizations will be developed by the time of initial certification.
10. That the following minimum competencies are essential for initial certification of business teachers.

a. The business teacher can show the relationships of individuals, businesses, government, labor and professional groups in the economic decision-making process in our society.

This competency may be evidenced by completing course work in such areas as economics, marketing, management, business law, consumer economics, accounting, finance, and political science, or by satisfactory performance on competency examinations.

b. The business teacher can assess accurately the progress that learners are making, diagnose learning difficulties, and prescribe appropriate study activities, including the use of general and specialized educational technology and resources.

This competency may be evidenced by completing course work in such areas as psychology, methods of teaching business subjects, and instructional media and materials, or by satisfactory performance on competency examinations.

c. The business teacher can plan learning activities that are motivating to the learners and can manage the learning activities in such a way that the maximum amount of learning occurs.

This competency may be evidenced by performance in actual classroom situations, either through supervised student teaching or through supervised internships.

d. The business teacher is knowledgeable about career education and the role that business education has in this concept.

This competency may be evidenced by completion of course work in such areas as principles of vocational education, career planning, vocational guidance, and occupational information, or by satisfactory performance on competency examinations.

II. That the business teacher should be qualified and certified to teach in as many as possible of the following areas of business education:

a. Basic business, economic, and consumer economics. Evidence of competency to teach in this area would include either course work in such areas as economics, management, business law, consumer economics, finance, and marketing, or satisfactory performance on competency examinations.

b. General office and clerical. Evidence of competency to teach in this area would include either the completion of course work in advanced typewriting or satisfactory performance on a competency examination and the completion of courses in such other areas as office procedures and administration, records management, information systems (including data processing), business machines, business mathematics, business communications, and accounting. Satisfactory performance on competency examinations might substitute for formal course work.

c. Stenographic and secretarial. Evidence of competency to teach in this area would include either the completion of course work in advanced shorthand and advanced typewriting or satisfactory performance on competency examinations in these areas. In addition, evidence of competency for teaching this area would include either the completion of course work in such other areas as office procedures, office administration, information systems (including data processing), business machines, business communications, business mathematics, and accounting, or satisfactory performance on competency examinations in these areas.

d. Distribution. Evidence of competency to teach in this area would include either the completion of course work in such areas as marketing, management, accounting and finance, economics, statistics and quantitative methods, business law, business communications, and information systems (including data processing), or satisfactory performance on competency examinations in these areas.

e. Accounting and data processing. Evidence of competency to teach in this area would include either the completion of course work in such areas as accounting, information systems (including data processing), quantitative methods, office systems, management, and business machines, or satisfactory performance on competency examinations in these areas.

f. Management. Evidence of competency to teach in this area would include either the completion of course work in such areas as economics, labor relations, marketing, personnel management, small business management, quantitative methods, business policy, accounting, information systems (including data processing), business law, business communications, and office management, or satisfactory performance on competency examinations in these areas.

12. That the coordinator of cooperative business education has preparation to include either formal course work in the organization and supervision of cooperative education programs and in coordination techniques or satisfactory performance on competency examinations in these areas.

This we believe about the multiple roles of the business educator (1972)

The effective business educator must fill many roles. Continued strength and growth of business education will depend upon the extent to which all business educators accept and fulfill the following roles.

1. As a teacher, the business educator:
   a. *Develops* an instructional plan which includes establishing objectives, identifying instructional media and materials, developing teaching strategies, and providing for evaluation and feedback.
   b. *Serves* as a resource person for students who seek assistance with their learning activities.
   c. *Analyzes* student performance, diagnoses learning difficulties, and prescribes appropriate learning activities.
   d. *Counsels* students to motivate them toward effective task performance and successful achievement.
   e. *Guides* students in identifying appropriate modes of behavior in their attempts to achieve the learning outcomes.
   f. *Helps* students develop and refine the basic skills of reading, computation, and oral and written communication that are essential prerequisites to successful achievement in job-oriented educational programs.
   g. *Manages* the educational activities in which students participate.
   h. *Measures* progress of students toward the achievement learning outcomes.
   i. *Evaluates* the effectiveness of both planned and unplanned educational activities in terms of their contributions to expected outcomes.
   j. *Assists* in establishing school competency standards that correlate with employment standards.
   k. *Keeps* up to date on and evaluates media, materials, and equipment used in business education.
2. As a developer of instructional materials and media, the business educator:
   a. *Creates* instructional media and materials that produce maximum growth in pupils.
   b. *Develops* appropriate modes of representing subject matter as a means of helping students to learn when they have varying levels of ability, talent, and motivation.
3. As a supervisor of educational activities, the business educator:
   a. *Serves* as a master teacher supervising less-experienced teachers.
   b. *Serves* as an adviser to student clubs and other co-curricular activities.
   c. *Supervises* out-of-class practice efforts of students.
   d. *Serves* as a member of the supervisory staffs of local, state, and national boards and agencies.
   e. *Supervises* paraprofessional personnel.
   f. *Supervises* student teachers.

4. As a job placement adviser, the business educator:
   a. *Keeps* an up-to-date list of job openings and potential employers of students and graduates.
   b. *Advises* students of appropriate places to apply for employment.
   c. *Refers* students for placement where known openings exist.
   d. *Helps* students learn how to apply for a job.
   e. *Obtains* estimates of future personnel needs from state and local employment service offices, employers, and potential employers.
5. As an educational consultant, the business educator:
   a. *Helps formulate* relevant statements of philosophy and objectives.
   b. *Helps plan, evaluate, and modify* curriculums.
   c. *Helps identify* trends in business education.
   d. *Helps* other business educators *find* and *use* the most appropriate teaching methods and techniques for their individual classes.
6. As a consultant to labor and management groups in business, industry, and agriculture, the business educator:
   a. *Helps find* the most efficient means of performing specific tasks.
   b. *Helps upgrade* the job competencies of employees.
   c. *Helps prepare* instructional materials for employees.
7. As a school-community relations participant, the business educator:
   a. *Communicates* with parents about students' progress.
   b. *Takes* an active part in community activities.
   c. *Invites* the participation of the community in school activities.
   d. *Establishes and promotes* the use of advisory committees.
   e. *Prepares* instructional materials for employees.
8. As a guidance resource person, the business educator:
   a. *Serves* on the school guidance committee.
   b. *Provides* the guidance department with descriptions of business courses offered and the opportunities available to graduates of business programs.
   c. *Counsels* students about the importance of preparation for work and *provides* information concerning business occupations.
   d. *Provides* administrators and vocational counselors with business career materials and data.
   e. *Participates* in in-service vocational guidance and counseling activities.
9. As an administrator, the business educator:
   a. *Advises* in matters of finance, equipment, facilities, and administrative procedures.
   b. *Prepares* proposals, reports, and budgets.
   c. *Serves* as a department or division chairman.
10. As a research participant, the business educator:
   a. *Learns* to read and interpret the results of research.
   b. *Uses* information reported in research journals.
   c. *Experiments* to upgrade teaching methods and media.
   d. *Cooperates* with others who are conducting research.
   e. *Conducts* follow-up studies and surveys.
11. As a member of the teaching profession, the business educator:
   a. *Holds* membership and actively *participates* in professional organizations.
   b. *Subscribes* to appropriate business and professional journals.
   c. *Contributes* to professional literature.
12. As a coordinator of cooperative education programs, the business educator:
   a. *Becomes* thoroughly acquainted with potential training stations in the community.
   b. *Selects* the training stations that will ensure the best possible work experience for the student.
   c. *Works* closely with the training sponsor to ensure quality training.
   d. *Serves* as a liaison person between the business community and the school.
   e. *Conducts* the related school instructional program.

This we believe about the role of business education in career education (1973)

Career education always has been one of the major goals and areas of emphasis of business education. For many years, business educators have promoted the concept of career planning and vocational guidance in junior and senior high schools. For years, too, some business educators have suggested that vocational guidance be extended into the elementary school.

Elementary teachers in past years have involved children and young people in some type of career or occupational awareness and orientation. The current nationwide recognition that career education is an essential ingredient of American education places special responsibilities on all educators who have expertise in career education.

We believe that

1. Career education is an essential part of all education and can serve as a unifying force for all disciplines.
2. Career education includes career awareness and orientation to work, appreciation for dignity of work, exploration of career opportunities and requirements, and specialized vocational preparation.
3. Orientation to work is an integral part of education from kindergarten through postsecondary education.
4. Business educators have the responsibility to assist in the development of career education programs and materials at the elementary school level, as well as in secondary and postsecondary levels.
5. Exploration of careers is an important educational experience for all youth in grades 7 through 12 and in postsecondary education. The exploration of business careers should be guided by business teachers.
6. Individual self-assessment is a vital aspect of career exploration.
7. Basic business courses can serve as suitable vehicles for business career exploration.
8. One challenge of the career education concept is the development of adequate educational preparation of disadvantaged youth and adults for work. Business education should continue its efforts to improve business career programs for these individuals.
9. Specialized preparation for buiness careers should occur on the secondary, postsecondary, collegiate, and adult education levels.
10. Specialized preparation for many types of business employment can be provided adequately in the secondary school. All secondary schools should provide job preparation opportunities as options for business career development.
11. Specialized preparation at the secondary school level for business careers should provide realistic, job-type experiences for the work that graduates will perform.
12. Business career education in the secondary school may serve as preparation for advanced study in business.
13. Every business teacher education program should prepare prospective business teachers for an active role in career education.
14. Business educators have the responsibility to acquaint guidance counselors with the career opportunities in business and the competencies needed for employment.

This we believe about the role of business education in consumer education (1973)

Individuals play three important economic roles in life. They contribute to the production of goods and services as workers, use the results of production as consumers, and make economic decisions as voting citizens. Business education is concerned with the preparation of individuals for all three roles. This policy statement, however, is limited to the preparation of individuals to function effectively as consumers.

Consumer education has been defined by the President's Commission on Consumer Interests as:

> The preparation of the individual in the skills, concepts, and understandings that are required for everyday living to achieve within the framework of his own values, maximum satisfaction and utilization of his resources.

As money available for spending increases and as goods and services increase in number and complexity, problems of consumers increase. Not only is the consumer faced with more decisions, but each decision is related to an increasingly complex set of circumstances. The decisions made by individual consumers acting independently affect consumers as a group and, indeed, the entire economic system. Thus, the ability of individual consumers to make informed decisions is important to the total society. Consumer education, therefore, can make an important contribution to the improvement of our economic life.

We believe that

1. Consumer education should be a part of everyone's general education, and every school system should include Consumer Education in the curriculum.
2. Consumer problems exist throughout an individual's life; therefore, consumer education is relevant for persons of all ages, socioeconomic levels, and educational attainment.
3. Business education can make an important contribution to consumer education without duplicating the efforts of other subject fields.
4. Consumer education can be meaningful either when integrated with existing courses or when taught as a separate course.
5. Every business teacher education program should include preparation for teaching consumer subject matter.
6. Consumer education should help an individual understand the problems of business firms, governments, and other segments of the economy as well as problems of consumers.
7. Federal and state funding for consumer education should be available to all fields of study that have or may develop programs in consumer education.
8. Consumer education should help students to recognize alternatives available to consumers, understand the possible consequences of different actions and make choices in keeping with their own values. It includes helping students to:
   a. Understand the importance of their role in a private enterprise system.
   b. Plan effectively for the spending of their resources — income, time, and energy.
   c. Understand that skill in buying can increase their effective purchasing power and improve their quality of living.
   d. Become aware of laws and agencies that protect them as consumers.
   e. Use sources of consumer information.
   f. Understand how to use credit effectively.
   g. Evaluate the advantages and disadvantages of saving for the future as compared to spending today.
   h. Evaluate different ways of investing.
   i. Understand how to protect themselves against the risk of economic loss.

This we believe about implementing individualization of instruction in business education (1974)

Business educators have always recognized that providing for the individual needs of students is one of the basic principles of American education. Teachers have been limited in the extent to which they could individualize their instruction because sufficient facilities and equipment have not been available to them; also, many teachers have lacked expertise in how to individualize their instruction to meet students' needs. Recent advancements in educational media and technology, the greater sophistication being achieved in developing instructional materials, and the increased flexibility in utilizing school time have greatly enhanced the opportunities for individualization of instruction.

Instruction is individualized when the learning objectives, instructional materials, and learning and evaluation procedures are based on the fact that students differ and do not learn at the same rate or in the same way. These differences in learning styles and patterns create a necessity to provide a number and variety of options for students as they work toward attainment of learning objectives. Individualization also provides flexible time arrangements within which learners may meet objectives.

We believe that

1. Individualization of instruction is psychologically sound and educationally valid.
2. Individualization of instruction has particular merit for all subject areas in business education.
3. The success of efforts to individualize instruction depends upon the commitment and interaction of administrators and supervisors, teachers, teacher educators, students, and parents.

Administrators and supervisors

Administrators and supervisors influence to a major extent the climate within which educational programs evolve and function. If a system of individualization is to succeed, administrators and supervisors must understand such a system; they must help to promote a school and community environment that will encourage individualized instruction.

We believe that

If a school system chooses to implement a program of individualization of instruction, school administrators and supervisors have a responsibility:

1. To assist in obtaining the resources that will make individualization possible such as physical facilities, personnel, equipment, and instructional materials.
2. To support a policy of continuous student progress with the achievement of learning objectives and performance goals as criteria for student exit from a course in lieu of time spent in a given course.
3. To support a policy of time utilization and flexibility that will encourage the use of individualized procedures.
4. To encourage teachers — through such activities as in-service education and graduate study — to develop a better understanding of and greater expertise in individualized instructional procedures.
5. To develop an effective public relations program that will interpret the school's individualized instructional program to the community served by the school.

Teachers

The responsibility for translating any system of individualized instruction into a viable educational experience rests with the classroom teacher. Therefore, busines teachers must be aware of the rationale of individualized instruction and must be willing to utilize the methods and procedures by which individualization of instruction can be achieved.

We believe that

When instruction is to be individualized, business teachers have a responsiblity:

1. To become informed about the philosophy and appropriate uses of individualization of instruction.
2. To develop, refine, and research appropriate materials, methods, techniques, and evaluation procedures that provide for continuous student progress.
3. To recognize each student's needs, interests, and abilities when formulating appropriate objectives preparatory to individualizing instruction.

4. To provide a variety of learning options, which may be either individual or group in nature, to accommodate individual learning styles of students.
5. To provide learning environments that will encourage and promote student self-management and responsibility.
6. To work cooperatively with teachers representing other areas of instruction to develop a cross-disciplinary approach to individualization of instruction.
7. To provide opportunities for student interaction with others.

Teacher educators

As teachers of teachers, business teacher educators have a continuing responsibility in helping prospective and experienced teachers develop appropriate concepts of individualized instruction as well as methods by which individualization can be achieved. In order to achieve this goal, business teacher educators must become involved in working directly with school administrators, teachers, and students in the local school system.

We believe that

Teacher educators, through their respective teacher education institutions, have a responsibility:

1. To develop an understanding of the merits of individualized instruction and the means by which individualization can be accomplished at all levels of educational activity — elementary, secondary, postsecondary, college and university and continuing education.
2. To provide a model of individualized instruction in their own classrooms.
3. To exercise leadership in acquainting business teachers with different systems of individualization of instruction and the specific methods of instruction that lend themselves to individualization.
4. To develop among business teachers — through planned programs of undergraduate and graduate study and through programs of in-service and field service activities — an understanding of and skills in the use of multimedia equipment for instructional purposes.
5. To help business teachers — through planned programs of undergraduate and graduate study and through programs of in-service and field service activities — in the preparation, use, and evaluation of instructional materials with an emphasis on individualized instructional procedures.
6. To encourage business teachers to work cooperatively with guidance counselors and other personnel in developing a school-wide or system-wide program of individualization.

Students

Much of the success of individualized instructional procedures depends upon the students' enthusiasm for the learning system and their ability and willingness to accept greater responsibility for their own educational growth and development.

We believe that

Under the guidance of parents, teachers, and others, students in schools that are committed to individualization of instruction have a responsiblity:

1. To develop self-management skills concerning utilization of time such as meeting deadlines and selecting learning activities that can be completed within the available time.
2. To develop such self-assessment skills as selecting appropriate learning objectives, analyzing and determining effective learning styles, and determining quality of performance.
3. To work cooperatively with others in situations that will contribute toward meeting the learning objectives.
4. To contribute to the learning environment by being considerate of others and by utilizing the instructional equipment and materials in a respectful manner.

Parents

As underwriters of the educational program in a community with vested interests in their children's educational well-being, parents play a key role in determining whether or not a program of individualized instruction will be successful.

We believe that

Parents have a responsibility:

1. To attend and participate in meetings with administrators, teachers, and students to plan, implement, and evaluate individualized instructional procedures.
2. To assist their children in making realistic decisions concerning such matters as the selection of learning objectives, the utilization of time in the learning process, and the progress made toward achievement of the objectives.
3. To provide input to school administrators and teachers concerning students' reactions to and experiences with individualized instructional procedures.
4. To understand their role and function as parents in relation to the educational program goals of the school and community.

This we believe about the role of the business educator in public relations (1974)

A public relations program that is concerned with public attitudes and identifies the policies, procedures, and methodology of business education in terms of public interest is one of the major factors in a successful program in business education. Business educators must accept responsibility for developing sound, positive, and well-planned programs of public relations which interpret the many facets of business education in developing social values, economic literacy, and occupational competency.

An effective public relations program begins within the school. Therefore, we believe that the business educator should:

1. Manage an effective, efficient learning environment.
2. Work with guidance personnel and teachers from other disciplines by providing accurate, timely information about business education.
3. Exemplify strong personal integrity.
4. Accentuate the positive values of business education.
5. Encourage students to use their business skills in their participation in school activites.
6. Encourage students to support and participate in local, state, regional, and national youth organizations.
7. Encourage students to use such in-school media as newspapers, bulletin boards, assembly programs, closed-circuit television, and public address systems in the promotion of business education.

An effective public relations program reaches outside the school. Therefore, we believe that the business educator should:

1. Arrange open houses, career days, industry and business days, and other similar activities that will create interest between school and community.
2. Use all such public media as radio, television, and the press to publicize business education in the local community.
3. Present the business education interests of the school to various community groups through lectures, presentations, and discussions.
4. Sponsor and participate in workshops and conferences involving business educators, students, and business personnel.
5. Direct youth programs toward public service and community involvement.
6. Arrange and conduct field trips through which school and community information exchanges will take place.

7. Initiate programs for classroom presentation by resource persons affiliated with the community, business, and industry.
8. Join and participate actively in organizations whose membership is composed of representatives from local business and industry.
9. Create and use a representative advisory committee of the school and community to assist in the development, promotion, and modification of the business education program.
10. Develop a means of giving recognition to individuals and groups providing special services to business education.
11. Organize school-supervised programs which allow all business students to apply business education knowledges, attitudes, and skills in business and industry.
12. Assist students in securing appropriate employment.
13. Maintain interest in former students through follow-up studies.
14. Encourage continuing education programs in business education.

This we believe about the meaning of the American work ethic (1975)

The traditional American work ethic, which embraces a belief in both the intrinsic and extrinsic values of work, has its roots in biblical and medieval history as well as in local and national ideals of American life. From these sources, through our social, economic, and educational systems, we have developed and maintained the ideas that work provides us with opportunities to share in the human task of developing and sustaining the universe and its inhabitants; that work identifies and fosters cultural values; and that, through work, we utilize our environment and determine the circumstances under which we live.

In a society which makes business education possible and where the quality of individual and national life is enhanced through work, it is the responsibility of business educators to develop and support programs which will foster positive attitudes and behavior toward work.

The meaning of work

Work should be viewed as any productive human activity which has purpose and use, with or without monetary compensation, and whether imposed or voluntary.

We believe that

1. Work behavior is learned from the educational process of work experiences in the home, in the school, and in the community and through the individual's evaluation of these.
2. Business educators need a broad understanding of the origin and evolution of the American work ethic.
3. Concerns about the role of work in our lives are as valid today as they were at any time past in our nation's history.
4. There is a need to help young people acquire the kinds of work values which will help them to cope with the problems and demands of a technological economy and a rapidly changing culture.
5. There is a need to help learners clarify for themselves the role and meaning of work, ethical behavior at work, and the nature of an appropriate American work ethic in today's society.

About work and human needs, we believe that

1. Members of society must engage in work in order for the society to survive.
2. Work that is performed by individuals for monetary rewards is essential because it enables them to be economically independent, to procure the necessities of life, and to support their own style of life.
3. Work is essential in meeting psychological and emotional needs. Work helps to fulfill a need to be productive, contributing, and respected members of a social order; work helps to fulfill a need to be active, challenged, and creative; work is one means by which individuals assess personal identity and personal worth; work contributes to self-esteem; and work influences life styles.

About work and ethics, we believe that

1. All persons engaged in socially acceptable work are deserving of dignity and respect; to bring this about, some jobs may require a more equitable distribution of monetary rewards and/or overt expression of appreciation.
2. There is a need to improve the quality of human relations in the work place. Members of management and labor need to have concerns for the rights of each other and to assume responsibility for working together to do what is best for the general public.
3. Both labor and management must have knowledge and common understanding as to what is acceptable in business practice. They must develop and abide by rules and standards of conduct. Both labor and management need to evaluate and revise when appropriate their understandings and relationships so as to promote optimum performance and mutual respect.
4. A relationship exists between work and ethical responsibility: It includes competence, teamwork, dependability, and loyalty. Work should be performed with commitment, concern, and pride in the product or the service to satisfy the standards of the worker, employer, and consumer.

About work in a technological society, we believe that

1. A technological society requires high levels of skill, intelligence, and creativity. It is possible through education and guidance to provide individuals with the skills necessary to achieve these high levels.
2. A concept of work is important to capitalize on basic resources and to achieve a standard of living that meets the needs of all people. A technological society depends upon cooperation with other nations in the use of resources and in the work to be performed.
3. With education, skills, and guidance, it is possible for individuals to select the kinds of work which will enable them to satisfy economic and psychological needs.
4. In a democratic and dynamic society, individuals have increasing opportunities to decide when, where, and at what to work. This requires that individuals be flexible and mobile in their approach to work opportunities.
5. Technology affects both the form and content of work, in that machines change the nature of many jobs. Workers in increasing numbers are engaged in providing services rather than in producing goods.
6. Some workers are engaged in tasks that are tiresome, boring, and impersonal and that result in damage to physical, emotional, and psychological well-being. Management must be sensitive to the needs of workers in such situations.
7. To assure the availability of work, the capacity for consuming the output of a technological society must equal or exceed the growth in production for such a society.

This we believe about professionalism in business education (1975)

We believe that a profession

Requires that its content be based on a theoretical structure and defensible principles, with a continuous effort to extend and validate content and methodology in the field.

Exists for the common good of its members and those it serves.

Is organized to disseminate a unique body of knowledge for its members and to act as an agent of change in the field.

Business education as a profession

Business education is a profession that has been organized for those engaged in educating students for business and about business.

1. Business education encompasses subject matter content about its field; theories related to learning, instruction, and evaluation; theories related to curriculum and program development; and theories related to teacher preparation.

2. Business education engages in research to extend and validate continuously the content, methodology, and theories of the field.
3. Business education is served through efforts by individuals and groups acting as agents of change at the local, state, regional, and national levels and/or organizations such as the American Vocational Association, Delta Pi Epsilon, and the National Business Education Association.
4. Business education is promoted and improved through professional publications such as newsletters, journals, yearbooks, and other resources which disseminate new research and other information of value from the field.

We believe that a professional teacher

Understands youth and adults and the significant values of business and economic concepts which contribute to the development of an informed and effective member of society.

Brings to the program valuable education and experience in matters concerning the profession.

Through preparation and experience identifies and organizes a body of knowledge into concepts, units of study, and learning experiences.

Counsels and guides students in the process of making occupational choices and preparing for a career.

The business teacher as a professional

1. Is recognized for mastery of the content, theory, structure, and methodology of the business education field.
2. Demonstrates a commitment to continuing study.
3. Believes in the intrinsic potentiality of all learners and recognizes their desire to know, their desire to competence and mastery, and their purposes in life.
4. Exhibits high standards of personal achievement and conduct.
5. Makes contributions, based on experience and personal views, to the improvement of the profession and respects the contributions that others make.
6. Demonstrates a commitment to the profession as evidenced by the quality of teaching, by growth in learning, and by participation in professional activities of the field.
7. Places the status and development of business education above personal or specialized professional interests.
8. Is respected by students, parents, colleagues, and the business community.
9. Has a perspective to the total area of business education and an understanding of and respect for the interrelatedness of the various parts.
10. Has a substantial understanding of the role of state and federal governments in education and accepts responsibility for being an active agent for endorsement, refinement, and/or change in matters related to business education.

This we believe about competency-based education (1976)

Competency-based education focuses on the mastery concept, which assumes that each student is capable of achieving a stated goal if relevant learning experiences and a flexible time frame are provided. A statement of competency is comprised of a description of the task plus a standard of performance.

Competency-based education is established on the assumption that tasks and standards can be identified and validated. Competencies may be classified as dominantly cognitive, affective or psychomotor. Most exit competencies in business education are either cognitive or affective.

Competency-based education provides a twofold benefit to the business student. First, instructional programs are planned to develop (a) common competencies essential for effective functioning in a dynamic economic and social environment and (b) competencies required for successful job performance. Second, implementation of the systematic approach required by competency-based education focuses on the needs of each student.

About competency-based education, we believe that

1. Studies in business education support the thesis that tasks can be identified through research.
2. Identification of tasks performed by business workers and by consumers is the first step in the formulation of competencies. Determination of the standard or range of standards is the second step in order to convert each task to a competency.
3. Continuous research is needed to identify and modify competencies relating to the total business education program.
4. Continuous validation of competencies is essential to verify applicability.
5. Competencies should provide the basis for program articulation, which will facilitate student progress.

About competency-based teacher education, we believe that

1. Preservice and inservice teacher education programs should be based upon identified teaching and technical competencies.
2. A continuous effort is needed to validate existing competencies for teacher education and to formulate additional teaching, technical, personal adjustment, and attitudinal competencies.

About implementation of competency-based education, we believe that

1. A continuous-progress program should be considered as a viable alternative to the administrative units such as semester and year.
2. Program development should employ the systems approach, the general scheme of which includes: (a) using identified tasks as the basis for competencies on which to build goals; (b) constructing appropriate process and product criterion-referenced measures to determine the attainment of goals; (c) pretesting to identify the learner's initial performance in relation to a given goal and to prescribe successive actions; (d) offering a variety of instructional resources to enhance student learning; (e) posttesting to determine student achievement; (f) using feedback emerging from the evaluation to reroute students and to evaluate the effectiveness of the system.
3. Inputs into the system include (a) the identified competencies, (b) the student (with multiple individual characteristics); (c) the teacher (with multiple individual characteristics); and (d) the instructional resources requiring multiple student interaction — reading, writing, listening, speaking, discussing, observing, and performing.
4. Identified competencies should be scrutinized to determine (a) whether each is sufficiently important to become part of an instructional program, (b) whether each is to be a primary or secondary goal; and (c) whether in-school instruction is the most appropriate delivery system.
5. Concentrated attention should be given to include affective competencies which focus on the development of characteristics essential to successful interpersonal relations and to a positive self-image.
6. Learners should be provided opportunities to structure some individual goals which are mutually agreed upon.
7. The systems approach should be expanded to encourage students to analyze and modify attitudes; to formulate and redefine values; and to make decisions.
8. Ongoing efforts should be made to develop, test, modify, and validate criterion-referenced measures.
9. Continuous efforts should be made within teacher education — preservice and inservice — to enable the classroom teacher to plan and implement competency-based programs.

This we believe about the mission of business education (1977)

Business education represents a broad and diverse discipline that is included in all types of educational delivery systems — elementary and secondary schools, one- and two-year schools and colleges, and four-year colleges and universities. Business education can begin at any level; it can be interrupted for varying periods of time; and it can be continued throughout the life span of an individual. Business education includes education for office occupations, distribution and marketing occupations, business teaching, business administration, and economic understandings. It is imperative, therefore, that business education be uniformly conceived, promoted, evaluated, and improved.

We believe the mission of business education is

1. To educate individuals for and about business.
2. To provide a continuous program of planned learning experiences designed to equip individuals to fulfill effectively three roles:
   a. to produce and to distribute goods and services as workers;
   b. to use the results of production as consumers; and
   c. to make judicious socioeconomic decisions as citizens.
3. To provide career information that helps students relate their interests, needs, and abilities to occupational opportunities in business.
4. To provide educational opportunities for students preparing for careers in fields other than business to acquire business knowledges and skills needed to function effectively in those careers; for example, to handle effectively both oral and written communications and to develop effective interpersonal and human relations skills.

To accomplish the mission of business education, we believe that

1. Business education must be recognized as both vocational and general education.
2. Basic business education must be perceived as making a contribution to the education of all students regardless of occupational or educational goals and must be regarded as an intergral part of all vocational business programs. (Basic business education is that component of the business education program that provides information about business. Basic business education includes such areas as the private enterprise business system, financial services provided by business, legal aspects of business, risk sharing, and management.)
3. State supervisors of business education need to assure that the dual objectives of business education (education for business and education about business) are implemented.
4. Business educators (teacher educators, administrators, supervisors, and classroom teachers) must have a significant input into the formulation of the state plan for vocational education.
5. Coordination must exist among business educators, business representatives, and national, state and local administrators who are responsible for making decisions on programs and funding that affect business education.
6. Program goals and instruction at the varying levels at which business education is offered must be coordinated to determine the contribution that each should make in meeting students' educational needs. A well-articulated program must be implemented to facilitate entry to and exit from appropriate levels.
7. Cooperation must exist among business education professional organizations at the national, state, and local levels.
8. Opportunities must be available for students to participate in a business-related student organization that is representative of the total program of business education.
9. Business educators (teacher educators, administrators, supervisors, and classroom teachers) and professional business education associations must be involved in formulating the requirements for business teacher certification to assure that business teachers are qualified to plan and teach for and about business.
10. Business teacher educators must design programs that will enable teachers to develop a commitment to effecting the dual objectives of business education.
11. Business educators have a responsibility to develop programs that respond to current societal issues such as education for improving basic and computational skills, for meeting the needs of the bilingual and bicultural population, for eliminating occupational stereotyping, for assisting students with special needs, and for functioning effectively in the private enterprise system.
12. Business educators must develop alliances with business firms, business and professional associations, labor organizations, legislative groups, and boards of education whose members share interests in developing programs about business.

Whereas we strongly support business education for business which provides potential for making citizens financially self-sufficient and which contributes to career development, and

Whereas we strongly support business education about business which provides instruction for learning how the private enterprise business system functions and how to manage efficiently one's personal, business, and economic life,

We believe that these two dimensions are complementary and that a commitment to this belief by every business educator will lead to a stronger profession that will meet the needs of all students.

This we believe about free enterprise* (1979)

Free enterprise constitutes the system through which people in America function as producers, consumers, and citizens. The system is characterized by freedom to pursue the production, distribution, and consumption of goods and services according to individual decisions and judgments. Free enterprise functions at its most effective level when there is minimal government regulation and an educated citizenry who understand how it works. Maintenance and facilitation of the system are assured through individual efforts and choices made by qualified citizens who exercise the right to vote.

As critical as the impact of free enterprise is to the American way of life, it is misunderstood and not understood by the general populace. Most citizens have difficulty understanding, describing, or appreciating how the economic system functions. This widespread lack of understanding and appreciation frequently is the result of free enterprise concepts and principles not being taught or being taught ineffectively.

Business educators, because of their experience in the world of work as well as their academic preparation in business, are well qualified to teach in this area.

We believe that business educators should

1. Convince school officials of the importance of business educators teaching free enterprise concepts and principles.
2. Identify and clarify essential free enterprise concepts and principles and present them effectively.
3. Teach free enterprise concepts and principles objectively — including a study of the historical development of the free enterprise system.
4. Assume the responsibility for including instruction in free enterprise in every business curriculum at all educational levels.
5. Provide opportunities for students to develop the incentive, skill, and knowledge to produce goods and services needed and wanted by society.
6. Strive to prepare students to be intelligent consumers.
7. Encourage clarification of personal and societal values related to free enterprise.
8. Maintain continual contact with and/or engage in work experience within the business community.
9. Assure that every individual graduating from a business teacher education program is qualified to teach free enterprise.

*The term "free enterprise" may be used interchangeably with "private enterprise" and "American enterprise."

We also believe that instruction in free enterprise should

1. Affirm the human dignity of all individuals and their contributions to society as producers, entrepreneurs, consumers, and citizens.
2. Stress the relationship between societal issues and economic development and the ethics and values involved.
3. Develop analytical skills which help students identify problems and systematically weigh evidence and alternatives.
4. Emphasize higher-order objectives through student activities and instructional procedures which are varied and imaginative.
5. Stress the positive and negative impact which government may have on free enterprise.
6. Incorporate world consciousness systematically into the free enterprise curriculum with particular emphasis on (a) economic interdependence; (b) international trade and its impact on import quotas, tariff barriers, and monetary exchange rates; and (c) the relative advantage of specializing in production.

In addition, we believe that

1. All persons can profit from instruction in free enterprise concepts and principles. Such instruction is a vital part of the contribution of business education to the general education of every student.
2. Assistance and resources should be available to students to help them become aware of occupational choices in the free enterprise system, including those opportunities in small business management and entrepreneurship.
3. Technology and the economy can be volatile and can change rapidly. These factors should underlie all instruction about free enterprise. Basic economic principles that have remained stable should also be stressed.
4. Students need to be made keenly aware of the natural environment and the short- and long-term effects of business and consumer activity upon nonrenewable resources.
5. Articulation should be effected in the progression of free enterprise concepts and principles from elementary school through postsecondary programs.
6. Free enterprise concepts and principles can be taught as a separate course as well as be integrated into existing business courses.
7. Student organizations should incorporate free enterprise concepts and principles into their activities.

We believe that for America to continue to have the highest level of living in the world our citizenry must understand, appreciate, and participate in the free enterprise system.

This we believe about the role of work experience in the preparation/education of business teachers (1979)

The role of work experience in the preparation/education of business teachers is an issue that has concerned business educators for many years. Early business teachers in the United States lacked formal education to prepare them for classroom teaching — they were recruited directly from business for the classroom. As programs developed and grew, demands were made for business teachers to receive academic preparation more in conformity with teachers of other diciplines. Ultimately, the baccalaureate degree with defined educational experiences became the major requirement for certification of business teachers. The issue gradually changed from "Should formal educational preparation be required of business teachers?" to "In addition to formal educational preparation, should work experience be required of business teachers?"

Although the four-year academic degree is the basic requirement for entering the teaching profession, work experience is generally recognized as one means of reinforcing and enhancing the academic preparation of business teachers. It provides opportunities for preservice and in-service business teachers to perform tasks in actual work environments through pragmatic applications of academic preparation. Work experience can update and extend teachers' skills and knowledge of business procedures and practices; it can also provide students the necessary background to show the relationship between classroom instruction and job performance.

We believe that

1. Work experience acquired at any level contributes to the preparation of business teachers, whether or not it is acquired for that specific purpose.
   a. At the high school, undergraduate, or graduate level, work experience may be obtained through part-time jobs which may or may not be related to the academic program.
   b. During the periods between formal educational programs, work experience may be obtained through part-time and full-time jobs.
2. While work experience obtained at any level contributes to the preparation of business teachers, the most meaningful experiences evolve from well-planned and supervised work experiences which:
   a. Are related to undergraduate and/or graduate business teacher education programs.
   b. Occur at a time closest to beginning the teaching career.
   c. Occur at reasonable intervals throughout the teaching career.
3. Work experience in business occupations contributes to effective, realistic business teaching.

We believe that the purposes of related business work experience in the preparation/education of business teachers are to enable the teacher to

1. Develop human relations skills for effective associations with fellow workers, supervisors, and clients.
2. Promote confidence in the business skills and abilities of the teacher.
3. Obtain information about current business practices, standards, and equipment.
4. Evaluate and modify business curriculums correlated with up-to-date business practices and equipment.
5. Develop, improve, apply, and integrate technical competencies.
6. Promote an understanding of the business community and responsibility for building good community relations.
7. Relate classroom instruction to job performance.

We, therefore, believe that

1. Teacher education programs should include related business work experience for credit at the undergraduate and graduate levels. The work experience should be planned and supervised jointly by the business community and the institution of higher education responsible for the preparation. Hours of credit should be awarded according to the length of the work experience and the academic requirements connected with the work.
2. Curriculum planners and student advisers should consider each individual's needs in planning the related business work experience. To determine whether or not work experience should be included in the academic program of an individual, consideration should be given to past work experience — recency, type, duration, and tasks performed.
3. State teacher certification agencies should include related business work experience as a requirement for the certification of all business teachers and for the renewal of certificates.

This we believe about the role of business education in the teaching of basic skills to meet graduation requirements (1980)

Education in the basic skills of reading, writing, and computation is essential for individuals to function effectively in our competitive, democratic society. Application of these basic skills to life situations enhances effective consumership, economic survival, and quality of life. These basic skills are the foundation of economic, vocational, and academic proficiency.

A national concern is that schools must do a more effective job in teaching reading, writing, and computation. Many school districts and states have recently established minimum high school graduation requirements relative to basic skills. All disciplines share responsibility to improve the teaching of these skills. Business education has both an opportunity and an obligation to continue to support the development of these competencies.

General education objectives including these basic skills are an important and integral part of the business curriculum. Business educators are uniquely positioned to contribute to the teaching and application of basic skills.

We believe that business educators should

1. Emphasize commitment to the three primary goals of business education: vocational, economic, and personal-use proficiencies.
2. Communicate to school administrators, other teachers, potential and current students, the home, and the community business education's continuing contribution to the development of basic skills.
3. Prepare matrices showing the business courses and programs in which these basic skills required for high school graduation are taught.
4. Utilize methods, materials, and systems of basic skills instruction in preservice and in-service programs.
5. Emphasize improved basic skills instruction by such means as professional literature and conferences.
6. Focus attention on basic skills development in student organizations.
7. Promote integrated interdisciplinary instruction in basic skills.
8. Evaluate instructional materials in relation to basic skills and provide feedback to producers.

Further, we believe that business educators should

1. Teach both basic skills theory and application.
2. Articulate basic skills instruction within business education at secondary and postsecondary levels.
3. Develop educational materials needed for basic skills instruction.

In addition, we believe that business educators should

1. Assess business students to determine levels of competency in the basic skills required for graduation.
2. Encourage students to attain basic skills competencies through increased awareness of the importance of such skills in school, business and personal life.
3. Communicate to potential business education students the importance of possessing basic skills competencies.
4. Include in student recruitment attention to the fact that business courses and programs include instruction in basic skills.

We believe that business education courses and programs, because of their unique purposes, content, and design, make significant contributions toward student mastery of basic skills and their application to life situations.

This we believe about the rights and responsibilities of business educators in mainstreaming (1980)

Respect for the rights, equality, and dignity of all citizens is a basic American philosophy. For nearly two centuries, the United States has provided a system of public education. Not always has the system been of equal quality for all, but educators and legislators have continued to work toward this end. Integration, special education, headstart, remedial education, accountability, performance objectives, and individualized instruction are a few examples of efforts to provide opportunities to maximize educational achievement. Public Law 94-142 was a special effort by the U.S. Congress to improve educational opportunity for a segment of the student population — the handicapped.

Public Law 94-142 and many state laws specify that education for the handicapped be provided in the "least restrictive environment" and that handicapped persons be educated along with nonhandicapped peers, when possible, in the mainstream of education. Many business educators have taught physically handicapped students in classes with nonhandicapped students. Specialized instructional materials and various physical adaptations to the classroom environment often have been necessary to meet the needs of physically handicapped students.

Public Law 94-142, however, includes in its definition of handicapped the mentally impaired, the learning disabled, and the emotionally disturbed. Accommodating these forms of handicaps in regular classrooms presents new challenges for many business educators.

About the concept of mainstreaming we believe that

1. All mainstreamed handicapped students should be encouraged to elect courses in basic business/economic education the same as nonhandicapped students.
2. Many handicapped students can achieve competencies for business employment and should have the opportunity to acquire the knowledge and skills needed to become employable.
3. Some handicapped students may be emotionally, intellectually, or physically unable to benefit from conventional vocational business programs.
4. Daily association between nonhandicapped and handicapped students can reduce the stereotyping often attached to handicapped individuals.

About the rights of business educators in mainstreaming, we believe that business educators must

1. Receive ongoing administrative support (national, state, local) to enable them to work effectively with the handicapped.
2. Be provided quality preservice and ongoing in-service training to assist them in adapting business programs to the needs of the handicapped.
3. Receive continuous assistance from special education teachers and specialists in managing each IEP (individualized education plan).
4. Receive paraprofessional assistance and/or an adjusted load in class size, number of classes, and other assignments.
5. Receive assistance from professional and honorary associations and the business community in refining job descriptions so that realistic occupational objectives can be established for various handicapped students.

About the responsibilities of business educators in mainstreaming, we believe that business educators will

1. Accept the challenge and moral obligation to assist handicapped students to fulfill their education objectives to become more effective members of society.
2. Solicit cooperation from the business community in training and employing handicapped students.
3. Develop cooperatively with the business community appropriate programs, objectives, and entry-level occupational requirements and share such information with special education teachers,

specialists, administrators, counselors, parents, and handicapped students.

4. Work as members of teams composed of special education teachers, specialists (speech and physical therapists, physicians, and psychologists), administrators, and parents in developing and implementing IEP's.
5. Utilize the regular classroom curricula and materials insofar as possible and develop related (intervention) strategies based on these materials.
6. Engage in continuous professional improvement to develop skills in working with the handicapped.

Finally, we believe that business educators

Will provide those handicapped mainstreamed students the opportunity to achieve their potential and to become fully participating members of society.

(NOTE: Iowa business educators should develop an environment in the classroom which encourages and promotes non-traditional careers for both females and males. These programs and activities should provide for and encourage both handicapped persons and minority students to select careers in business. Special attention must be given to diminish any sex, race, handicap bias, and stereotyping. Business teachers should comply with Iowa law regarding the areas of discrimination as it applies to the mainstreaming of students in the curriculum.)

This we believe about the role of business education in adult and continuing education (1980)

Business education historically has played an important role in adult education. From their inception in the nineteenth century, independent business schools offered evening and weekend instruction for adults. Public institutions demonstrated interest in educational programs for adults as early as 1916 by forming the National University Extension Association.

While adult education in this country experienced considerable growth between 1916 and 1945, innovations and social change since 1945 have accelerated the need and demand for lifelong learning opportunities. Many adults now seek structured continuing education experiences to prepare for entry and re-entry into the work force, for occupational change and advancement, and for personal enrichment. Additionally, many secondary students who were unsuccessful in traditional school settings now seek to enroll in adult and continuing education programs.

Education for and about business* will continue to play a major role in adult and continuing education.

We believe that adult and continuing education programs should

1. Reflect previous education and experience, career needs, learning goals, and personal aspirations of all adult students.
2. Provide career guidance to adult students to increase awareness of varied job opportunities and changing requirements for career entry and advancement.
3. Provide training which reflects changes in business brought about by technological advances.
4. Give special attention to the development of human relations skills.
5. Meet the needs of all adults, including the handicapped, disadvantaged, limited English-speaking, and non English-speaking, and gifted.
6. Prepare individuals for work in local businesses and other organizations as well as for regional and national job opportunities.

Business education should provide for the wide-ranging interests, abilities, and goals of adult learners.

We, therefore, believe that these goals can be met through

1. Use of local advisory committees to assist in planning, implementing, maintaining, and evaluating programs.
2. Assessment of prior education and/or experience to facilitate entry-level placement and early exit from the program.
3. Provision for formal and informal learning experiences and, when feasible, credit and noncredit program offerings at nontraditional hours and locations.
4. Use of varied delivery systems.

Business educators are responsible for preparing teachers to interact with adult learners harmoniously and effectively.

We further believe that through preservice and in-service activities business educators must prepare teachers to

1. Plan and utilize multiple teaching-learning strategies.
2. Use appropriate student and program evaluation techniques.

Business education is and will continue to be an integral part of adult and continuing education. Business education is well prepared to accept the challenge.

This we believe about the value of a business education (1981)

The American educational system is a reflection of numerous forces at work at any one time — social, political, economic, and cultural to mention a few. In recent years the educational programs of schools have been particularly affected by a changing birthrate, population shifts, equal employment opportunities, a reduction in sex role stereotyping of occupations, a continuing and rising rate of inflation, an increasing percentage of high school graduates continuing into some form of postsecondary education, and an emphasis on lifelong learning with the resultant increase in educational programs for nontraditional students.

Today's men and women have unlimited career opportunities. The greater freedom of occupational choice for women is having a marked effect on enrollments in office occupations education. Where once enrollments in the secretarial and general office skills courses were substantial, today enrollments in those areas are often declining.

This situation prevails in spite of a critical shortage of competent secretaries and other office personnel and in spite of a predicted continuing need throughout the 1990's for employees for this occupational area. In addition, there is ample evidence to show that not only do people lack the skills, knowledges, and understandings to manage effectively their own personal economic affairs, but also they do not understand the economic system of the nation in which they live.

With the nature of the economy causing boards of education and school administrators to search for ways to economize, numerous measures are being taken to reduce educational costs. Should those measures include such considerations as increasing minimum class size, eliminating block-time activities, and reducing classes involving high-cost equipment, business education programs would be adversely affected.

Business education is a significant part of the American education system. There are forces on the contemporary scene that indicate business education's contributions can become even more effective in the future. We believe that

1. The emphasis on basic educational skills will result in increased interest and competency in written and oral communications.
2. The back-to-the-basics movement carries implications for increased emphasis in the business subjects on such basic skills as mathematics, penmanship, and reading.
3. The concern for the economic well-being of individuals should result in assurance that students will leave school with personal economic competence.
4. The typewriter keyboard has become universally accepted as a communications tool; every student should develop a basic keyboarding skill.

*Education for business involves initial job preparation, upgrading job competencies, and retraining; education about business involves knowledge, attitudes, and skills needed by every citizen for a satisfying life as a consumer, producer, and economic decision maker.

5. The computer touches the lives of all individuals; every student should develop computer literacy.
6. The concern for individual financial independence should result in greater assurance that every person will leave high school with a salable skill.
7. The frequency of small business bankruptcy and failure indicates the need for education in entrepreneurship while students are forming their philosophies about private enterprise and learning basic principles concerning business ownership and management.
8. The importance of positive interpersonal and leadership skills in the lives of men and women in business employment has been proved and the conditions to develop these abilities and skills should be provided by all business education programs.
9. The shortage of skilled office workers, especially administrative support personnel, represents a charge to secondary and postsecondary business education curriculum planners to promote these vocational programs.

Since business education affects so many aspects of society, we believe that

1. Every secondary and postsecondary institution should have a strong, comprehensive, well-articulated business education program that is characterized by flexible delivery systems.
2. The dual mission of business education — to provide education FOR and ABOUT business — should be promoted in every secondary and postsecondary business education program so that
   a. the vocational objective can be accomplished by providing programs which will prepare people for employment in business or as owners and managers of business enterprises; and
   b. the basic business and economic education objective can be accomplished by providing courses and experiences which will equip students with foundational knowledges about business enterprise, personal economics, money and banking, and the like, while at the same time strengthening their basic reading, writing, mathematical, and interpersonal skills.

Because we believe that business education can improve the quality of life of every individual, vigorous steps should be taken to promote business education programs. To best meet the needs of students, we further believe that

1. Business education programs and course offerings must be kept current and relevant to meet the needs of a mobile and diverse society.
2. Business education curricular offerings must provide the opportunity to improve basic skills by offering such content as business English, business communications, and business mathematics and by emphasizing reading, penmanship, oral communication, and computer literacy.
3. Basic business content must be well planned, well taught, and made available to all students.
4. Business education occupational sequences and programs must be realistic in terms of employment opportunities; skill levels attained by students should be sufficient to assure their success in a competitive employment market.
5. Business education curriculums must provide numerous opportunities — through in-class, cocurricular, and extracurricular student activities — for students to develop positive interpersonal and leadership skills.

Finally, we believe the provision of instruction for and about business education is the collective responsibility of

1. School administrators, boards of education, and legislators, to assure that the proper climate prevails and funds are available for comprehensive, well-planned, well-equipped, and well-staffed business education programs.
2. Business and lay people, functioning as advisory councils for the business program, to assure that the needs and interests of the community are being considered and that the accomplishments of the program are being communicated to the public.
3. Students, individually or as groups through classes and student organizations, to respond with an enthusiasm that will cause other students to see merit in the business education programs and activities.
4. Guidance counselors, to actively and objectively portray the vocational and college preparatory opportunities in business education and the preparation for business and other careers as well as the values of personal use and economic understandings available from business education.
5. Business teacher educators, to prepare teachers who fully understand the purposes of business education and the characteristics of quality business education programs.
6. Business and education professional organizations, to communicate the career potential and the personal and economic values of a business education.
7. Secondary and postsecondary faculties and administrators, to promote and encourage enrollments in business education at all levels to facilitate a reasonable and fair articulation of students among programs.
8. Business educators, to take the initiative to assure that promotional and informational efforts are formulated, implemented, coordinated, and evaluated.

We believe that business education programs are vital to the personal and economic success of all people and that systematic, aggressive, persistent promotional procedures are needed to increase awareness of the value of these programs.

Information processing in business education (1982)

The office environment has undergone a transformation in the past decade. Systems changed, procedures changed, attitudes changed; and equipment not yet designed in 1970 has gone through several generations by 1980. Changing concepts are expanding the roles and responsibilities of those involved in office work. Technologies are merging. Information processing is emerging from data processing and word processing and becoming a part of a total integrated communications network, which continues to advance with telecommunications technology. The benefit of information processing is in the decreased length of time from the conception of an idea until the delivery of the finished product, which is the measured productivity of an individual.

The key challenge of office systems is the recognition that the growing trend toward the interconnection of technologies through telecommunications imposes a requirement for coordinated educational planning. As the primary purpose of office technology is to increase productivity of office personnel, they need to learn not one but a number of technologies, at least on a conceptual level. A major challenge to business education is the development of a curriculum to reflect the rapidly changing technology and its impact on society.

In the critical task of budgeting for information processing, it is imperative that education keep pace with technology. Administrators and boards of education will need to consider information processing for at least three areas: (1) instruction in business education, (2) computer-assisted instruction, and (3) administrative decision making. This paper deals only with information processing within a comprehensive business education program.

Information processing is defined as a collection of word and data processing equipment, procedures, software, data, and people that integrates the subsystems of the organization and provides information for the user. Information is processed data. Data are input facts and figures; whereas, information is the output for decision making.

From a practical viewpoint, information processing can be thought of as performing two functions: (1) It provides management information for decision making (i.e., sales, production, and financial records

and reports), and (2) it furnishes a mechanism for processing and communicating transactions.

The functions of information processing may be further clarified as follows:

Data processing: handling alphanumeric data
Word processing: putting ideas into readable form
Reproduction: duplicating narrative or data information
Distribution: disseminating information
Records maintenance: storing and retrieving of recorded information

These functions occur in an office. Technology speeds the process and makes the processing of words and data more efficient than was heretofore possible.

The three basic elements in an information system are: (1) input/output, (2) information-based storage, and (3) communications/distribution. Different technologies or different approaches within the same technology can perform similar functions, depending upon the size and operation of an organization.

Input/output includes such functions as data entry, text-word processing, optical character recognition (OCR)/code scanning, computer output microfilm (COM), phototypesetting, dictation/voice input, photographics/micrographics. Included in information-based storage may be hard-copy documents, micrographics, and magnetic storage. Communications/distribution may include such methods as facsimile, telex/TWX, microwave/satellite communicating facilities, voice-level communications, fiber optics, laser technology, and reprographics.

A distributed information processing system in an automated office represents a confluence of technologies. These may include interconnecting networks of microcomputers, intelligent terminals, and central computers.

Students

All students should develop literacy skills. They should acquire computational skills, be able to merge computational language skills, and obtain a knowledge of economics as it relates to the work function within a company and within the free enterprise system. Information processing is important to every business student. Keyboarding is a basic skill needed for individuals who will be using information processing equipment. Other vocational competencies, including career decision making, incorporated into an information processing curriculum will help them to perform effectively in the continuously changing business office.

The human factor becomes more important as inevitable changes in systems and equipment affect attitudes and emotions. The curriculum should include how to deal with change. There is a tendency to overemphasize the significance of technology at the expense of the forces of change. Managers, as well as curriculum planners, may become too impressed with equipment and forget the function to be performed by the process which utilizes the equipment. Students in business courses should be made aware of the potential of information processing and its effects on related fields and on human factors.

Men and women who acquire information processing competencies can increase their employment potential, both on a part-time basis and in full-time employment.

Curriculum

Three alternatives for information processing education include (1) the integration of information processing — either for personal or vocational uses — within existing courses; (2) a course providing introduction to information processing concepts; or (3) a full curriculum model in which a progressive series of information processing courses is available, including a capstone unit.

The needs of the students, needs of the labor market, availability of financial resources, current curriculum structure, and the general policies of the school system dictate which model is more appropriate. An advisory committee should be utilized both in establishing the program and in its operation and evaluation.

Great care must be taken in purchasing equipment to ensure that the system matches student and community needs in business education. The equipment selected also should be of a design that can be used for multiple purposes — word processing, and for computer-assisted instruction. Because there are so many products on the market related to information processing, it is essential that all users of the equipment be involved in selecting hardware and software so that equipment, maintenance, and servicing is integrated and cost effective. A planning team may be considered when selecting equipment for multiple use.

Sequence of instruction

The prerequisites to an information (data and word) processing sequence of instruction are basic computational, language, and keyboarding skills. Continued emphasis must be placed upon the development and application of language and computational skills.

Whether information processing is designed as a full curriculum, offered as an independent course, or integrated within existing courses, the suggested sequence of instruction is (1) introduction to office functions and the role of information processing, (2) information processing concepts and careers, (3) information processing skills (basic and advanced), and (4) information processing supervision and management.

Instructional Objectives

The instructional objectives for an information processing curriculum encompass information processing concepts, equipment operation, supervisory and managerial skills, and systems analysis and design concepts.

Competencies needed by information processing personnel include (1) knowledge of the functions and procedures involved in any office; (2) understanding of concepts, processes, and careers made possible by information processing; (3) use of effective oral and written communications; (4) development of equipment-related skills including keyboarding, dictating and transcribing, and reprographics; (5) development of planning, organizing, and decision making skills; (6) development of supervisory skills; and (7) development of attitudes and interpersonal skills acceptable in business.

Suggested course content

Specific units and topics selected for instruction will be based upon the learning objectives appropriate for particular students and community needs.

The following areas may be included in the instructional program: (1) overview of office functions and place of information processing in increasing productivity; (2) feasibility of information processing systems within an organization; (3) organizational structure and patterns, including process analysis; (4) input and output procedures and equiment; (5) reprographics; (6) micrographics; (7) use of computers; (8) records management; (9) control and measurement of techniques and procedures; (10) career opportunities; (11) a preview of information processing in the future; and (12) capstone experience-based unit to integrate concepts and skills.

Levels of instruction

Although certain components of information processing instruction are necessary regardless of the level of instruction, emphasis given to particular components will depend upon the educational level of the institution.

Secondary level instruction should include an introduction to the concepts of information processing and its effects upon offices, jobs, and skills. Emphasis should be on language and computational skills, computer literacy, specialized equipment operations, and interpersonal relationships.

Two-year college and other postsecondary vocational instruction should include not only those areas taught at the secondary level but also the introduction to and application of advanced information processing and production. The development of supervisory skills and application of management techniques should be included in postsecondary instruction.

Four-year college and university level instruction should include all the areas previously referred to and, in addition, emphasize management systems design and analysis. Students should be made aware of expanded career opportunities related to information processing.

At the continuing education level of instruction, emphasis should be on those areas which meet the needs of the community for upgrading, retraining, and/or enrichment.

Business teacher education

Business teacher education has the responsibility for preparing both preservice and in-service business teachers to plan, implement, and integrate information processing educational programs. Because of the acute need for keeping aware of changing technology and the office environment, it is especially important that business teacher education provide in-service programs related to new office technology.

Summary

To meet general and vocational education needs of students, it is imperative that the educational system enable students to attain a working knowledge of information processing.

Information processing is a collection of word and data processing equipment, procedures, software, data, and people that integrates the subsystems of the organization and provides information for user decision making. Functions include data processing, word processing, reproduction, distribution and records maintenance.

Three basic elements in an information system are (1) input/output, (2) information-based storage, and (3) communications/distribution.

Students. Students should develop computational and language skills as well as a knowledge of economics. Students should be made aware of the potential of information processing and its effects on related fields and on human factors.

Curriculum. Needs of students, labor market, and financial resources influence the pattern of instruction.

Three alternatives of information processing include (1) the integration of information processing into existing courses, (2) an introductory course, and (3) a full curriculum.

Regardless of the curriculum pattern, the suggested sequence of instruction is (1) introduction to office functions, (2) information processing concepts and careers, (3) basic and advanced skills, and (4) information processing supervision and management.

Business teacher education. Business teacher education has the responsibility of preparing both preservice and in-service teachers to plan, implement, and integrate information processing educational programs.

The opportunities for business education to serve are unparalleled. New tools are available to help teachers and administrators to be more efficient, effective, and creative than ever before. Business education is providing the leadership.

This we believe about the role of student organizations in business education (1982)

For many years education in the United States has concerned itself with the preparation of young people for worthwhile roles in society. However, an inherent weakness has been that educators, parents, and others have viewed the traditional classroom atmosphere and emphasis on the three R's as the only way to obtain "life preparation." Classroom experience alone is not sufficient to assure the development of competent, aggressive leadership in tomorrow's business world.

The growing gap between what business and industry need and what education produces could be resolved by direct, continuous involvement with business and industry in education. One means for such involvement is through student organizations, which, by supplementing classroom activities, offer the dual benefits of providing a laboratory for learning and adding individuality to education.

Classroom instruction is generally in a structured nature and directed to the entire student population, with only limited unstructured opportunities for reaching students. Through student organizations, teachers can motivate and inspire students by building on each one's needs and interests. The disadvantaged and handicapped, for instance, can be brought into the mainstream of student life and, at the same time, develop the confidence needed for career success.

Student organizations provide an excellent means for localizing learning experiences and highlighting the challenges and opportunities that are most meaningful to students, whether they be in an urban, suburban, or rural setting. Likewise, organizational activities can be easily adapted to the age level and educational background of the group involved.

Although an understanding of our free enterprise system is important for all Americans, such comprehension is imperative for business students. Competition, which is a basic element of free enterprise, encourages initiative and vision. Students preparing for careers must learn to win and to lose as the true essence of competition may not be in the actual winning or losing but in motivating one to make a greater contribution to society. Student organizations provide their members valuable and numerous opportunities in learning to compete.

The involvement of the business community in student organizations typifies the cooperation between education and the private sector that is so urgently needed. Such a partnership is a neglected resource which can make great contributions toward expanding options available to the nation's students.

Although often categorized as extracurricular activities, student organizations serve a cocurricular purpose, with projects correlated closely to classroom instruction. In addition to the more obvious general and academic values, participation in student organizations provides business students with opportunities for leadership training, personal development, and social responsibility, as well as the further development of specific business skills.

Classroom teachers, in promoting student participation, must have the support of their administrators, professional organizations, teacher education programs, and governmental agencies charged with improving instruction.

Benefits

General

We believe that student organization activities

- strengthen the business education program
- enhance the curriculum with practical experiences through projects and activities which contribute to individual growth
- improve knowledge and skills through practice and application
- provide role models through student leaders, alumni, teachers, advisers, and business people
- develop vocational and related competencies
- operate as an integral part of the school program
- promote social and economic awareness
- develop character, citizenship, and patriotism
- provide information about employment opportunities
- facilitate intelligent career choices
- facilitate the transition from school to work.

Academic

Student organizations as an integral part of the instructional program, serve as a vehicle for facilitating learning. Therefore, we also believe that student organization activities

- provide opportunities for practical application of classroom theory
- improve communication skills — written, oral, nonverbal, and listening
- teach organizational skills
- provide experiences for application of economic concepts
- develop problem-solving and decision-making competencies
- promote an understanding of the American business system
- encourage scholarship
- promote school loyalty.

Personal

Student organizations facilitate and encourage personal development. Therefore, we believe that student organization activities

- develop poise, self-confidence, and personal responsibility
- provide opportunity for self-expression
- develop positive work attitudes
- teach the value of competing rather than emphasizing winning or losing.

Societal

In developing well-rounded individuals, we believe that membership and participation in student organizations provide opportunities to

- develop positive attitudes toward social responsibility
- learn to respect the rights, abilities and dignity of others
- engage in services to the community
- develop the qualities of civic leadership
- instill a sense of business ethics and moral responsibility
- learn to work together as a team
- strengthen student-teacher rapport.

Skill

Student organizations serve to stimulate learning and advancement and allow members to demonstrate acquired skills. Therefore, we believe that student organization activities

- provide an avenue for individual, team, and/or chapter achievement and recognition
- emphasize job performance standards
- improve employability
- provide for the establishment of occupational goals.

Leadership

We believe that student organization membership and participation develop leadership skills by enabling students to

- direct activities of the office to which elected
- preside at meetings and conferences
- work effectively within committees
- lead and participate in group discussion
- learn when to follow and when to lead as a part of a team.

Responsibilities

Teachers

The responsibility for developing student organization activities into viable educational experiences rests with the classroom teacher. Therefore, business teachers must understand the rationale of student organizations and utilize the methods and procedures to achieve organizational goals. This effort must be supported by supervisors and administrators.

Student organization activities are an integral part of classroom instruction. Therefore, we believe that business teachers should

- understand the philosophy and goals of student organizations
- develop, refine, and evaluate materials, methods, techniques
- be adaptive, innovative, and creative
- stimulate intellectual curiosity as well as generate knowledge
- be a contributor from behind the scenes
- enlist the support of colleagues and administrators
- promote business education through student organization activities
- provide a learning environment supportive of self-management and responsibility
- work cooperatively with teachers representing other disciplines in developing leadership skills
- permit students to learn from failures as well as successes
- provide a model of moral and ethical standards from which the students may develop their own standards.

Professional associations and governmental agencies

Leaders in business education associations and officials in governmental agencies involved with business education influence to a major extent the climate within which educational programs evolve and function. For student organizations to succeed, these leaders must promote a school and community environment that will encourage student activities. We believe that district, local, state, regional, and national leaders and governmental officials are charged with the responsibility to

- attend and actively participate in local, district, state, regional, and national activities
- provide workshops for both new and experienced advisers
- develop and disseminate materials and guidelines
- plan a program of visitation for new advisers to active chapters
- seek financial support and personal involvement from business and industry
- organize and conduct local, district, and state conferences
- develop a public relations program
- provide an ongoing evaluation system
- coordinate internships and/or summer practicums to strengthen business/education relationships.

Teacher educators

Business teacher educators have continuing responsibility to help prospective and experienced teachers develop appropriate concepts and methods relating to student organization activities. Therefore, we believe that business teacher educators should

- know about business student organizations
- sponsor a model collegiate organization to which all prospective business teachers belong
- develop an understanding of how to organize and operate student organizations for instructional purposes
- place student interns/teachers where they will serve as adviser interns
- attend and actively participate in student organization activities at all levels
- encourage business teachers to cooperate with other student organizations to develop mutual understanding
- seek inclusion of student-organization experiences as a part of certification.

Division I
Section B

Strategies for Coping With Expected Changes in Business Education in the Future*

Advisory Committee member
Shirley Gaul

*Adapted from the Illinois Curriculum Guide, ***Business Education into the Eighties***.

Strategies for coping with expected changes in business education in the future

The forces that will shape business education in the future will be different from many of the forces that have been influential in the past. Business teachers need to be alert to the changes that occur in education, no matter how subtle and cautious these changes may seem, and adapt the business education programs whenever necessary to insure that they are realistic and meaningful for students. The changing characteristics of the learners in the future will serve as a basis for needed changes and modifications in the business education programs. The most effective business education programs in the future will be those that keep up with the changes in business and technology in the total educational field and in the community in which the educational institutions are located.

Equality of educational opportunity

Students with Academic Deficiencies. Business teachers in all classes will need to include instruction in how to study, how to solve problems, and in such basic skills as reading, writing, computation, and spelling. Techniques that teachers might use include reading aloud in class each day, reading for ideas under topical headings, reading paragraphs followed by oral summaries, written outlines of readings, reading and following instructions in performance of a task, and selecting vocabulary words for specific study.

Students with Low Levels of Motivation. Students who have little motivation for learning will continue to be a challenge. Some possible strategies include: designing learning experiences that simulate real life situations; making the transfer values of school experiences apparent to the learner; using various types of media to which young people's lives are already geared such as television, films, records, tapes, and radio; making a learning laboratory of the community by implementing expanded work programs and by providing for field trips, job shadowing programs, career investigations, market research, interviews with business people, and guest speakers.

Students with Inadequate Social Skills. Such personal qualities as promptness, dependability, thoroughness, and persistence are essential in any job; and teachers should expect these qualities in classroom performance as well. These qualities can be developed and refined through the use of cooperative vocational education programs, case problems, speakers from business, in-basket exercises, telephone practice, videotaping and critiquing, role playing, etc. The business teacher's examples of such qualities as courtesy, optimism, fairness, good humor, respect for others, and kindness make a large contribution to the development of appropriate human relations.

Students with Limited English-Speaking Ability. If special bilingual programs are not available, each of these students becomes a "special needs" student for whom a special series of tasks must be created. Some need English language skills related to vocational education. Others may need orientation to the dominant culture.

Students with Cultural Differences. These students may require special attention to educational and learning differences resulting from their cultural background. Business teachers may need to help these students with basic skills, self-confidence, social skills and social adjustment techniques.

Students with Physical Handicaps, Varying Mental Abilities, and Emotional Problems. Business educators at all levels will need to design instructional strategies and to modify programs and courses to meet the needs of handicapped and disadvantaged students. Each student will need an Individualized Education Program (IEP) designed for his or her special needs. Techniques to help structure the task assignments include: learning packets, learning modules, job instruction sheets; audio-tutorial; audio-visual tutorial; assignment sheets; partial or reduced assignments, extra-time allocations and extended deadlines; individualized performance standards; special formats for textbooks. By working closely with special education personnel, administrators, and parents, teachers can provide an atmosphere that will enable these students to learn and to be employable.

Attitudes and values clarification

Changes which are taking place in the institutions of society and in cultural traditions are helping to create an environment in which the formation of values and attitudes about business and work is a long and difficult process. Business teachers will need to seize opportunities to help the students clarify values and develop appropriate attitudes. A number of values clarification exercises have been devised, and these can help young people identify their beliefs and express their opinions. These exercises include: the use of preference charting (Do you prefer to be with a good friend, be at a large party, or be at home?); taking stands on issues by thumbs-up or thumbs-down expression; completion of an idea (If I were to inherit $5,000, I would . . . , or What I would most like to do is . . .); written or oral descriptions of attributes that you most admire in others. Role playing, case problems, cooperative vocational education programs, personality inventories, interest inventories, and self-analysis exercises are other techniques to be used in attidude development.

Back to the basics movement

In recent years there has been a move back to the basics in educational institutions throughout the United States. All of the basic skills are required to a great extent in the courses which prepare students for occupations related to business education.

Business educators must recognize that they may need to help students with their basic skills in order to teach them business education materials. For example, a business educator may need to teach a student some mathematics before the student can be taught how to balance a checkbook. The business educator may need to choose for these students educational materials with easier vocabulary than those which are being used in the classroom for the more advanced students. Materials may need to be selected which will be interesting and relevant.

Business education should play an important role in developing the basic skills. Business education teachers are well qualified to be leaders in these areas and should accept the challenge to help educate the population of the United States to a point of functional literacy.

Increasing recognition of the problem of scarcity in the world's productive resources

The need to economize in the use of all resources is clear. Business teachers should emphasize economy and conservation, as in the use of office supplies. They will need to provide opportunities for students to practice making economic decisions when faced with situations of unlimited demands and limited resources. Teachers should discuss such basic economic principles as the problem of scarcity, the consequences of choices and decisions in the marketplace, opportunity costs, and monetary and fiscal policy. The concepts of conservation and economizing will need special attention in the future and should be incorporated overtly as well as covertly into the classroom atmosphere.

Increasing problems in financing school programs

The system of financing education in America has been subjected to increasing strain and criticism in recent years. And additional financing is needed at all levels, but it must be combined with other elements of policy and planning to guarantee educational quality and equality. The search for answers goes on.

Business teachers are likely to be forced to work under increasing budget restraints. Since public relations between school and community will be increasingly important, business teachers can help by participating in community activities, seeking the cooperation of parents in planning their children's educational programs, working with advisory committees, using the business community as an educational laboratory, and keeping the community informed of the value of business courses.

Changing social structures

Anticipated changes include an expected increase in population in the United States by 1990; changes in the compulsory retirement laws;

increase in the average number of years of schooling; the mobility of the population; an expected increase in the total work force to approximately 120 million by 1990; the continuation of women moving into non-traditional jobs; an increasing number of pregnancies among teenagers; and changing enrollments in schools.

Coping with these changes is a serious challenge for business educators. They will need to use strong persuasive tactics to keep advanced courses which often have low enrollments. Sometimes this can be accomplished by combining classes such as advanced shorthand and secretarial office procedures, or advanced typewriting and clerical office procedures, or all four of them. It may be necessary to transport advanced students to area vocational centers, or to form joint agreements with neighboring schools, or utilize community college programs to secure the needed training for students to develop employable skills. Business teachers will need to work closely with business, industry, labor, government, and advisory committees to determine minimum competencies for jobs in which these students have an interest. The business teacher may help retrain the older individuals and will need to present to them relevant materials that include new information and help develop new skills.

Increased community involvement in schools

The use of the community as a learning laboratory creates a special kind of motivation for students and is highly recommended as a teaching-learning strategy. Business teachers have many opportunities to use the community as a part of the instructional program in business education:

1. Guest speakers from many areas of business in the community.
2. Job shadowing, such as: secretary-for-a-day, business executive-for-a-day, salesperson-for-a-day.
3. In many cases, persons from the community can teach adult and evening classes.
4. The community can serve as a useful source of business forms and materials that workers use on the job.
5. Advisory committees need to be established for a number of components of the business program.

The community should be utilized by the school as much as possible in carrying out an educational program, and community persons should be involved in school activities to a much greater extent than has been true in the past.

Accountability and competency-based education

Increasingly, educators and educational institutions must be accountable for the funds spent and the resources made available to them. The drive for accountability has prompted educational institutions to seek efficient methods for meeting the demands. Competency-based education (CBE) is an effective means of proving accountability. When desired competency levels are stated prior to an educational experience, the responsibility for attaining those competency levels is shared by the educational institutions, educators, and students.

Business educators are faced with the responsibility for preparing large number of students to fill the openings in the labor market in the future. They will be held accountable to industry and to students for using materials that are effective in training students to perform at the competency levels required by business and industry. Business, industry, labor, government, and educators must work together to establish realistic competencies and to identify relevant teaching materials. If students are to acquire these competencies, business educators probably will need to use materials for training and practice that emphasize basic skills as math, spelling, grammar, and reading.

As the technology of business and industry changes, the competency requirements will change also. Business educators have a responsibility to read widely in professional and trade journals; and to attend conferences, workshops, and in-service training programs to keep up to date.

When teachers have been accountable to the extent that the students have developed the competencies required for successful entry, retention, and advancement in the labor market, there will be little chance for the criticisms that educational institutions have encountered in the past.

Division II
Curriculum Guides

Section A
Basic Business

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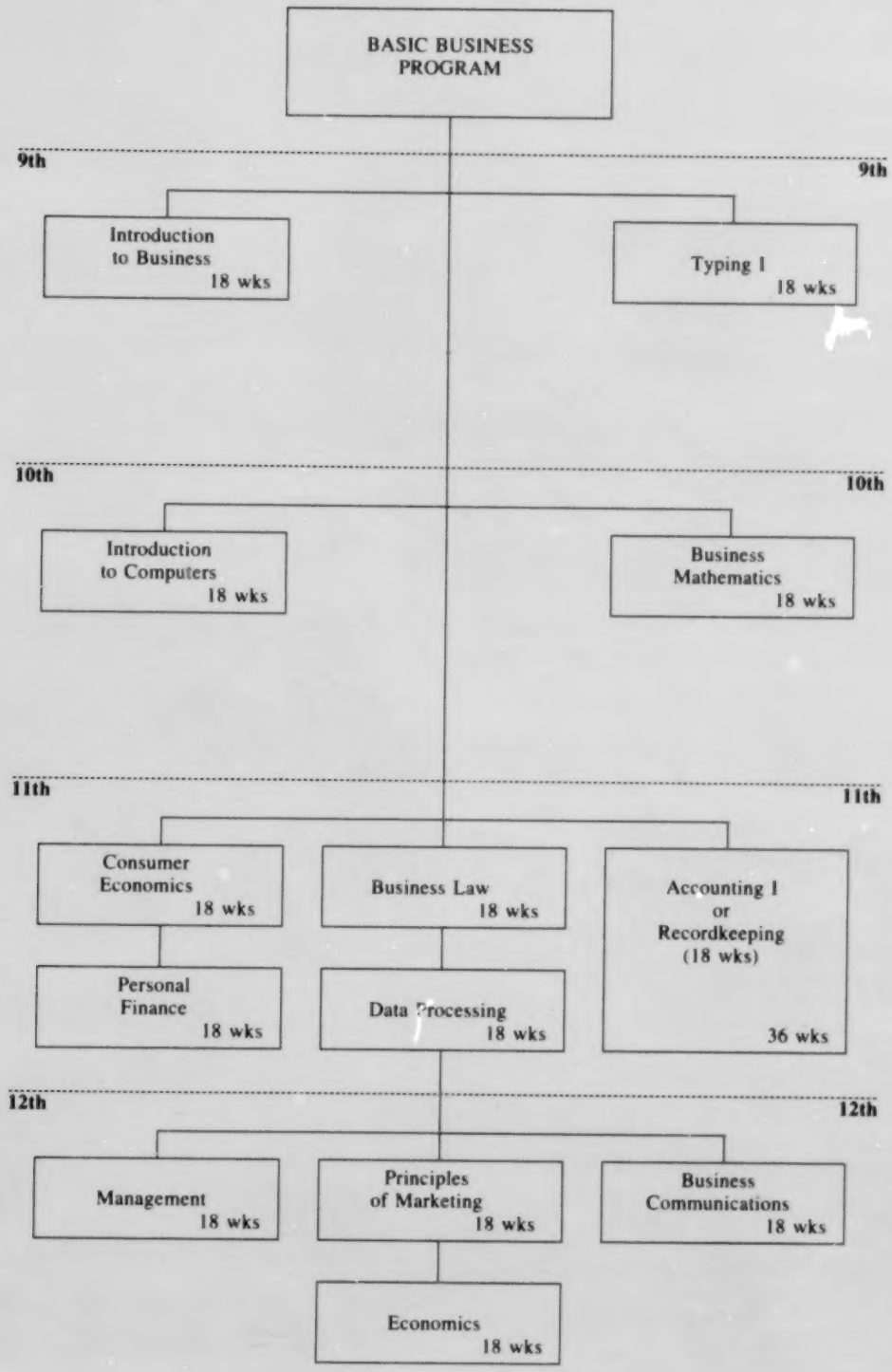
BASIC BUSINESS PROGRAM
9th
9th
Introduction to Business 18 wks
Typing I 18 wks
10th
10th
Introduction to Computers 18 wks
Business Mathematics 18 wks
11th
11th
Consumer Economics 18 wks
Business Law 18 wks
Accounting I or Recordkeeping (18 wks) 36 wks
Personal Finance 18 wks
Data Processing 18 wks
12th
12th
Management 18 wks
Principles of Marketing 18 wks
Business Communications 18 wks
Economics 18 wks

Basic Business

Basic business courses are courses in business areas that should be a part of the general education of all students. These are not courses which should be taken only by the student who is interested in a business-related career. They are courses which should give the learner personal and societal economic knowledge.

Anne Doughtrey in her *Methods of Basic Business and Economic Education*, second edition book, gives an excellent description of what basic business is. She writes: "Basic business is a broad area of knowledge which deals with the American enterprise system, which identifies and explains the role of business as an American economic institution and which provides content and experiences that prepare the individual for effective participation as a citizen and consumer in the American economy. Moreover, basic business is a part of the general education of every individual because its content aids him/her in developing an understanding of business as a basic institution in the American social process, of the role of business in the economy, and of the individual's economic role in relation to both his/her personal needs and to the economy as a whole. Further, basic business content aids the individual in developing a functional knowledge of the role of American business in relation to world affairs."

Specific courses which might be considered to be the primary courses in basic business include Introduction to Business (General or Basic Business), Economics, Consumer Education, Personal Finance, and Business Law. Introduction to Business should be the first course to which students are introduced. In all areas the method of instruction and content can be adapted to meet the needs of the learners.

There are other courses which would be helpful to the learners so that they would benefit even more from the primary courses. Among many others, they might include Business Math, Typewriting, Accounting, Principles of Marketing and Management, Business Communications, and Introduction to Data Processing. Although there may be some overlap in some specific areas in the various courses, basic business courses should help the learners become more aware of their rights, responsibilities, and duties as American citizens and consumers. It would be feasible to check with other disciplines and with others in your business education department regarding overlap.

The period around the early 1980's has seen high interest and inflation rates, much unemployment, and even recession. It is essential that students know how to cope with these circumstances so that they can best function in society and make everyday decisions regarding their economic activities. Being able to understand, appreciate, preserve, and improve the American enterprise system and how to understand their role in relation to their personal and social life are also vital responsibilities as American citizens.

Emphasis on course content may, as a result of economic conditions, fluctuate from one period of time to another. In all cases, it would be wise for the teacher to keep abreast of these economic changes and to make good use of community resources. These community resources will not only help keep the learner's interest high, but it will also reflect the feelings, concerns, and changes that the community is seeing and experiencing in its economic activity. Perhaps in no other area in the high school curriculum can community resources be utilized as much as in basic business.

Upon completion of the basic business courses, students should be equipped to function more effectively as American citizens and consumers. For the learners who wish to continue their education, these courses should give them a solid foundation for courses that need to be taken at the post-secondary level. It will be beneficial both to the students who wish to continue in the field of business and to the students who wish to pursue other areas of learning. Specific career and educational opportunities which might await students who are taking basic business courses would include, among many others, accounting, law, advertising, finance, teaching, management, administration, and the many areas of marketing.

References

Doughtrey, A.S. *Methods of Basic Business and Economic Education*. 2nd Edition. Cincinnati, Ohio, South-Western Publishing Company, 1974.

Business Education into the Eighties. Illinois Handbook. Illinois State University, Normal, Illinois.

Introduction to Business

Grade level: 9 - 10
Semester: 90 hours

Introduction

Introduction to Business is a basic business course explaining the role of business in our present-day economic system. Since this is the first business course for most students, the course content should look at our free enterprise system in the three possible roles a student plays: as a worker; as a consumer; and as a citizen in the economy. The course should give a solid basis for those students considering further study in business as well as offering useful and practical aspects of living to students not intending further business studies. The course design should help all students to become wise consumers, good citizens, efficient employees, and thoughtful voters while contributing to the development of their total economic understanding.

Objectives

1. To develop an acceptable vocabulary of business and economic terms and concepts.
2. To understand the advantages and disadvantages of the four main types of business organizations.
3. To know results of current applications by U.S. business of the main types of management theories.
4. To recognize and contrast the different choices of marketing strategies available to business firms.
5. To understand the basic financial structure upon which our free enterprise system is built.
6. To view the effects of consumerism upon business operations.
7. To identify the concepts of risk management and allied insurance principles.
8. To explore specific business occupational careers and to study the backgrounds and education needed to succeed in each.

Suggested units of study

I. The Scope of Our Economic World
II. Nature and Form of American Business
III. Management and Human Behavior
IV. Business and Consumerism
V. Money and Banking
VI. Financial Planning and Management
VII. Quantitative Decision Making
VIII. Marketing: From Producer to Consumer
IX. Principles of Risk Management
X. Business in the World of Tomorrow
XI. Preparation for Careers in Business

Suggested course content

I. The Scope of our Economic World
   A. The nature of the free enterprise system
   B. Capitalism vs. Socialism
   C. Historical perspectives and trends
   D. Current economic problems
   E. Writings of Adam Smith
   F. Role of individuals in industrialized economics

II. Nature and Form of American Business
   A. Market structures of U.S. industries
   B. Forms of business organizations
   C. Government regulation of business

D. Environmental and social concerns
E. Ethical and legal responsibilities
F. Trends in current structuring and restructuring

III. Management and Human Behavior
A. Schools of management theory
B. Descriptions of management functions
C. Personnel administration and services
D. Organized labor relations
E. Leadership traits and behaviors
F. Human relations development
G. Motivation and need hierarchy
H. New theories in participative management

IV. Business and Consumerism
A. Factors leading to rise of consumerism
B. Health and safety responsibilities
C. Consumer representation — "Naders Raiders"
D. Consumer protection regulations
E. Business responses to consumerism
F. The need to be informed

V. Money and Banking
A. Definitions and roles of money
B. Types of financial institutions
C. Depository services available
D. Credit needs and types of debt
E. U.S. Banking System — organization and structure
F. Current changes — Monetary Control Act of 1980

VI. Fiscal Planning and Management
A. Capital budgeting decisions
B. Long-term bonds and preferred stock
C. Common stock and equity financing
D. Investing in stocks and bonds
E. Long-term leasing
F. Ranking of financial investments

VII. Quantitative Decision Making
A. Planning and control . . . setting budgets
B. Principles of accounting
C. Responsibility accounting
D. Breakeven analysis
E. Using statistics and graphs
F. Basic techniques of operations research
G. Measures of central tendencies

VIII. Marketing: From Producer to Consumer
A. Product life cycles
B. Channels of distribution
C. Industrial and consumer goods
D. Nature and types of promotion
E. Principles of advertising
F. Price and nonprice competition
G. Types of pricing strategies
H. Functions in sales management
I. Protective marketing regulations

IX. Principles of Risk Management
A. Nature of risk
B. Principles of life insurance
C. Private insuring organizations
D. Property and casualty insurance
E. Future of health insurance
F. Government involvement and regulation

X. Business in the World of Tomorrow
A. Why businesses succeed and fail
B. Future trends in marketing
C. The computer age
D. Managing change
E. Influences of the communications revolution
F. The leisure-oriented society
G. The exhaustion of wealth and resources

XI. Preparation for Careers in Business
A. Steps in career planning
B. Self-evaluation and assessment
C. Occupations; research; occupational considerations
D. Locating employers
E. Job applications and interviews
F. Further need for business education

Teaching-learning procedures

1. Provide opportunities for skits, role playing, debate panels, and class discussions.
2. Encourage current readings in newspapers and magazines. Select items in such periodicals as the "Wall Street Journal" and "Fortune" magazine.
3. Set up field trips and presentations by local business personnel.
4. Find "areas of interest" and create learning activities specifically related to those areas.
5. Encourage projects, displays, and bulletin boards.
6. Obtain literature from local businesses such as handouts from local financial institutions.
7. Create games, simulations, and puzzles that augment the test-related material.
8. Locate appropriate case studies, problems, charts, graphs, filmstrips, tapes, cassettes, and selected recorded television programs on related business areas.

Student activities

1. Interview selected businesses demonstrating the interdependence of business, government, and the consumer.
2. Research and contrast the economic system of the U.S., U.S.S.R., China, and Great Britain.
3. Prepare a bulletin board display illustrating the flow of goods from producers to consumers.
4. Prepare a marketing survey to determine the acceptance of a new product or service to be introduced in your area.
5. Survey the local community as to the number and extent of financial institutions and services available to both consumers and businesses.
6. Debate a current health care issue such as "Advantages of a National Health Insurance Program."
7. Write a skit showing the typical organizational structure of a modern U.S. business and depict a management problem related to that business.
8. Select a current TV quiz show format and design questions related to business concepts and terminology.
9. Produce a "Private Enterprise Fair" booth using themes, charts, and materials covering different aspects of the free enterprise capitalistic business system.
10. Interview an employee of your local "Better Business Bureau" showing the ways in which businesses attempt to self-regulate and solve their own problems.

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Rosenblatt, S. B., Bonington, R. L., and Needles, Jr., B. E. *Modern Business, A Systems Approach*. 2nd Ed., Boston, 12107, Houghton Mifflin Co., 1977.

Silver, G.A. *Introduction to Modern Business*. New York, 10020, Gregg/McGraw Hill Book Co., 1978.

Personal Finance

Grade level: 11 - 12
Semester: 90 hours

Introduction

Personal Finance is a basic business course designed as a usable learning experience toward effective personal money management. This course will provide students with a set of basic tools that can be effectively applied throughout their lives as personal money managers. The course should stress a goal-strategy-implementation approach wherein students will learn to define their needs and goals, design specific financial strategies and learn to use the latest concepts available to reach those goals. Helping students to identify their personal values and to aid them in the reasoning and decision making necessary for financial success within those values should also be an integral part of this course. The importance of developing inquiry, decision-making and problem-solving skills in consumer education fields will be emphasized. Upon completion of this course, the student will be prepared to use the competencies necessary as a consumer in an ever changing world of personal finance and economics.

Objectives

1. To describe the process of allocating personal income to cover fixed expenses, variable costs, and savings.
2. To be able to differentiate between services available from commercial banks, savings and loans, credit unions, and small finance companies.
3. To identify the three factors by which credit worthiness is determined and the characteristics of different types and sources of credit.
4. To explain and compare the various types of savings investments in terms of safety, liquidity, and rate of return.
5. To understand the tax advantages of home ownership and the types of mortgage credit available for single family residences, co-op apartments, and condominiums.
6. To identify the basic cost/benefit relationships of the major provisions in life, health, property, and casualty insurance policies.
7. To explain the relationship between the type of investment considered and specific reasons for investing as well as sources of information used in making investment decisions.
8. To explain the uses of basic state and federal income tax forms and to be able to fill them out.
9. To discuss current consumer protection regulations.
10. To understand pricing indexes and comparing investment rates with inflation rates when considering alternatives.

Suggested units of study

I. Personal Money Management . . . Planning and Budgeting
II. Using Banking Services
III. Consumer and Installment Credit
IV. Personal Savings and Other Low-Risk Investments
V. Real Estate and Other Housing Alternatives
VI. Insurance . . . Risk Avoidance and Investment
VII. Federal and State Income Tax
VIII. Stocks, Bonds, and Mutual Funds
IX. Consumer Buying, Deception, and Complaints
X. Coping with Inflation
XI. Planning for Retirement

Suggested course content

I. Personal Money Management . . . Planning and Budgeting
  A. Short- and long-range planning objectives
  B. Determining wants, needs, and resource allocations
  C. Preparing personal financial statements
  D. Recording and forecasting income and expenses
  E. Life cycle changes and their effect on budgets
  F. Family inputs in establishing expenditure priorities
  G. Need for flexibility in budget planning
  H. Emotional insights into successful budgeting

II. Using Banking Services
  A. Types of major financial institutions
  B. Selection and uses of checking accounts
  C. Structure and regulation of depository institutions
  D. Electronic funds transfer systems (EFTS)
  E. Checking account reconciliation
  F. Using other banking services

III. Consumer and Installment Credit
  A. Determination of credit worthiness
  B. Building a personal credit history; applying for credit
  C. Comparing credit costs . . . calculating annual percentages rates . . . shopping for credit
  D. Major sources of credit
  E. Positive and negative aspects of credit
  F. Credit reporting agencies and bureaus
  G. Types of installment credit
  H. Use of retail and bank credit cards
  I. Building a credit vocabulary
  J. Provisions of major credit protection legislation

IV. Personal Savings and Other Low-Risk Investments
  A. Types of depository institutions and accounts
  B. Methods of calculating and compounding interest
  C. Selecting appropriate savings plans
  D. U.S. treasury bonds and securities; certificates of timed deposits
  E. Money-market savings certificates; U.S. government savings bonds
  F. Individual Retirement Accounts

V. Real Estate and Other Housing Alternatives
  A. Reasons for choosing to rent or buy
  B. Types of housing alternatives
  C. Locating affordable shelter
  D. Knowledge of leasing provisions
  E. Landlord/tenant responsibilities
  F. Advantages of mortgage financing; contract for deed financing
  G. Condominium and cooperative ownership
  H. Mobile home living and purchasing
  I. Government real estate programs
  J. Major appliances

VI. Insurance . . . Risk Avoidance and Investment
  A. Term versus whole life insurance; types of life insurance policies
  B. Basic life insurance policy provisions
  C. Forms of health insurance coverages
  D. Types of liability coverages
  E. Basic homeowners and automobile insurance coverages
  F. Social Security, Medicare, and other government supported programs

VII. Federal and State Income Tax
  A. Understanding income tax systems
  B. History of the Internal Revenue Service
  C. Filing individual income tax returns; selecting the necessary forms

D. Keeping appropriate tax records
E. Determining the use of itemized deductions with Form 1040
F. Availability of tax guides and aids
G. Discussions of income tax audits by State and Federal Agents

VIII. Stocks, Bonds, and Mutual Funds
A. Reasons for investments in securities
B. Differences between common and preferred stocks
C. Selection of stock portfolios
D. Characteristics of corporate and municipal bonds
E. Choosing a reputable securities agent
F. Types of investment companies
G. Theory of mutual funds investment
H. Sources of securities information
I. Functions of major stock and commodities exchanges
J. Making a security purchase or sale

IX. Consumer Buying, Deception, and Complaints
A. History of the U.S. marketplace
B. Consumer product comparison and evaluation
C. Movements in consumer education
D. The Ralph Nader consumer movement
E. Packaging and labeling regulations
F. Detecting misleading advertising
G. Price versus quality considerations
H. Evaluating product guarantees and warranties
I. Consumer protection legislations and regulations
J. Consumer complaint procedures
K. Sources of consumer information

X. Coping with Inflation
A. Identifying and predicting inflation; understanding types of inflation
B. Uses of economic indexes
C. Adjusting personal spending to combat inflation
D. Inflation-combating investments
E. Additional income possibilities to fight inflation
F. Changing patterns of shopping and buying
G. Using credit during inflationary times

XI. Retirement and Estate Planning
A. Discussion of public and private pension plans
B. Advantages of early planning for retirement
C. Determination of life style and retirement goals
D. Necessity of a will in property disposition
E. Concepts of probate procedures
F. Methods of minimizing estate shrinkages
G. Future of the Social Security system
H. Use of IRA and Keogh retirement accounts
I. Discussion of the use of annuities and reverse mortgages in retirement planning
J. Inheritance taxes

Teaching-learning activities

1. Supplement text with outside related materials.
2. Prepare transparencies and locate visual aids . . . many films are available through government agencies at no cost.
3. Provide opportunities for skits, role playing, or debates with a statement like: "You should *never* make a purchase if you cannot pay for it immediately with cash."
4. Review material available from local credit institutions and agencies and have students prepare a handbook of current legislation regarding consumer credit or consumer protection regulations.
5. Review local newspaper ads and have class determine a consumer purchase and method of payment involving choices of several types of credit availabilities.
6. Set up a field trip to the local "Better Business Bureau" or retail credit reporting agency.
7. Invite as a guest speaker a personal loan officer from a local financial institution.
8. Invite a local independent insurance agent to speak on the relationship between costs and benefits of different types of insurance coverages.
9. Create games, puzzles, case studies, and simulations associated with test material.
10. Have the class set up a typical annual budget for a family of four with one full-time wage earner and one part-time wage earner with earnings approximating the average family income of the area.

References

Baran, N. H. and Law, J. L. *Your Guide for Teaching Money Management*. Chicago, 60601, Household Finance Corporation, 1978.

Burton, R. H. *Personal Finance*. New York, 10022, McMillan Publishing Co., Inc., 1978.

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Business Law

Grade Placement: 11 - 12
Semester course: 80 - 90 hours

Introduction

Business law is that part of our legal code with which most people have the greatest amount of contact. It affects each of us on a daily basis, whether we are buying a car, taking clothes to a dry cleaners, obtaining jobs, renting apartments, or obtaining credit. Indeed, because business law touches on so many facets of our varied roles as citizens, workers, and consumers, an understanding of it is an essential life skill. The course should help make students more conscious of their need to respect the law in return for protection of their lives and property.

General objectives

1. To understand their basic legal rights and responsibilities and apply them to everyday roles as consumers, citizens, and workers.
2. To develop a respect for law and a willingness to conform to the law of the land.
3. To explain the purposes and uses of a variety of common legal documents.
4. To teach the student the value of withholding judgment until essential facts have been made known.
5. To understand the legal implications of various business transactions.
6. To state characteristics of the free enterprise system and demonstrate an appreciation of how they relate to business law.
7. To assist the student in developing a working vocabulary of the most frequently used legal terms.
8. To demonstrate decision-making skills and apply them to the solving of frequently encountered legal situations.
9. To explain how the legislation and court decisions that form the basis of the American legal system reflect people's experiences in society.

Suggested units of study

I. Understanding the Law
II. Enforcing the Law
III. Entering into Contracts
IV. Buying and Selling as a Consumer

V. Using Credit
VI. Applying Law to Employment and Agency
VII. Protecting against Loss
VIII. Renting and Owning Real Property
IX. Legal Aspects of Marriage
X. Courts and Trials

Course content

I. Understanding the Law
   A. Law and society
   B. Law and the citizen and the business community
   C. Law and the minor and the consumer

II. Enforcing the Law
   A. Crimes
   B. Torts

III. Entering into Contracts
   A. How contracts are made
   B. Form of agreement
   C. Void and Voidable agreements
   D. Consideration
   E. Legality of a contract
   F. Transfer and discharge
   G. How contracts come to an end
   H. Remedies for breach of contract

IV. Buying and Selling as a Consumer
   A. The sales contract
   B. Form of the contract
   C. Ownership and risk of loss
   D. Warranties and product liability
   E. Rights and remedies

V. Using Credit
   A. Credit for buyer and borrower
   B. Protection for debtor and creditor

VI. Applying Law to Employment and Agency
   A. Contracts and regulation of employment
   B. Protection of employees
   C. Forming an agency
   D. Duties and liabilities

VII. Protecting against Loss
   A. Nature and kinds of insurance
   B. Property and casualty insurance
   C. Automobile, life, and social insurance

VIII. Renting and Owning Real Property
   A. Real property
   B. Landlord and tenant
   C. Wills and intestacy

IX. Legal Aspects of Marriage
   A. Marriage formalities and restrictions
   B. Divorce and its legal consequences

X. Courts and Trials
   A. Criminal and civil trials
   B. Systems of courts
   C. Duties of people involved in a court case
   D. Steps of a trial
   E. Use of small claims court

Class activities

1. Do a mock trial (civil and criminal)
2. Visit a courthouse
3. Observe an actual court trial
4. Speakers on:
   a) marriage
   b) auto insurance
   c) life insurance
   d) real estate
   e) contracts
   f) wills
   g) taxes
   h) owners of homes or apartments
   i) divorce
   j) criminal laws
5. Observe the county jail
6. Collect and bring to class newspaper and magazine clippings of current related materials for use in class discussion
7. Bring legal documents to class for discussion
8. Do case problems
9. Use variety of games with legal terminology such as bluff, tic-tac-toe, scrabble

Teaching-learning procedures

1. Teach primarily for general educational values. The subject-matter should provide an understanding of the legal rights, duties, and liabilities of laymen.
2. Use a combination of lecture, discussion, and illustrative techniques.
3. Read and discuss cases that will bring out points of law under consideration.
4. Check with administration before class presentations on any controversial issues.

References

Fish, M. and Mietus, N. J. *Applied Business Law.* 11th Ed., Chicago, South-Western Publishing Company, 1977.
Goldman, A. J. and Sigismond, W. D. *Business Law: Principles and Practices.* Boston, Houghton Mifflin Company, 1982.
Rosenberg, R. R. *Understanding Business and Consumer Law.* New York, McGraw-Hill Comany, 1979.

Consumer Economics

Grade placement: 10 - 12
Semester course: 80 - 90 hours

Introduction

Consumer economics is designed to help students become more informed consumers while understanding the rights and responsibilities of the consumer in our society. The study should also develop responsible attitudes toward the use of resources. The students should become aware of the consumer's role relative to supply and demand, business, agriculture, government, and labor unions. Furthermore, a study of consumer economics should help the students develop and maintain a higher standard of living.

General objectives

1. To give students an understanding of the American free enterprise system.
2. To aid students in utilizing the sources of information available to obtain greater satisfaction in making consumer decisions.
3. To give students an understanding of the factors that determine prices.
4. To aid students in understanding the role of money in our economy.
5. To help students to relate personal economic decision-making to the total economy.
6. To help students understand their roles as economic voters.
7. To assist students in gaining an understanding of the importance of budgeting.

8. To aid students in developing the ability to understand the useful information to be obtained from advertising.
9. To assist students in developing an understanding of the prudent use of credit and insurance.
10. To aid students in understanding the relationship between business and government as well as between consumer and government.
11. To direct students in the wise use of leisure time and energy.

Suggested units of study

I. The Economic Problem
II. The American Economy and Business Enterprise
III. National Income and Controls
IV. Financial Institutions
V. Managing Time and Money
VI. Consumer Buying
VII. Security for the Consumer
VIII. Problems of Obtaining a Home

Course content

I. The Economic Problem
  A. Unlimited wants and limited resources
  B. The economic process
  C. The American economy and consumer decision-making

II. The American Economy and Business Enterprise
  A. The organization of business enterprise
  B. Production and marketing in the American economy
  C. Labor-management relations
  D. The role of government in the economy

III. National Income and Controls
  A. National income and its distribution
  B. Taxation, fiscal policy, and national debt
  C. National monetary policy

IV. Financial Institutions
  A. Money and credit
  B. Banks and the banking system
  C. Bank services and loans

V. Managing Time and Money
  A. Setting priorities
  B. Using leisure time
  C. Making a budget
  D. Principles and procedures of investing

VI. Consumer Buying
  A. Advertising and the consumer
  B. Protection for the consumer
  C. Legal regulations

VII. Security for the Consumer
  A. Savings programs
  B. Investment programs
  C. Life insurance programs
  D. Social insurances
  E. Health insurances
  F. Property and liability insurances

VIII. Problems of Obtaining a Home
  A. Buying a home
  B. Renting a home
  C. Legal problems in purchasing or renting a home

IX. Buying a Car
  A. Purchasing
  B. Financing
  C. Insurance
  D. Upkeep

Class activities

1. Prepare personal budgets
2. Prepare related bulletin boards
3. Construct comparison charts for comparing various plans for life insurance policies
4. Analyze television commercials and printed advertisements
5. Conduct surveys to establish buying habits
6. Make price comparisons of various products
7. Have guest speakers on such units as insurance and home buying
8. Compare returns on various types of investments

References

Garman, E. T. and Eckert, S. W. *The Consumer's World: Buying, Money Management, and Issues-Resource*. 2nd Ed., Manchester, MO 63011, Gregg/McGraw-Hill Co., 1979.

Jelley, H. M. and Herrmann, R. O. *The American Consumer; Issues and Decisions*. 2nd Ed., Manchester, MO 63011, Gregg/McGraw-Hill, 1978.

Warmke and Wyllie. *Consumer Economic Problems*. 9th Ed., Cincinnati, OH 45227, South-Western Publishing Co.

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Burlington High School
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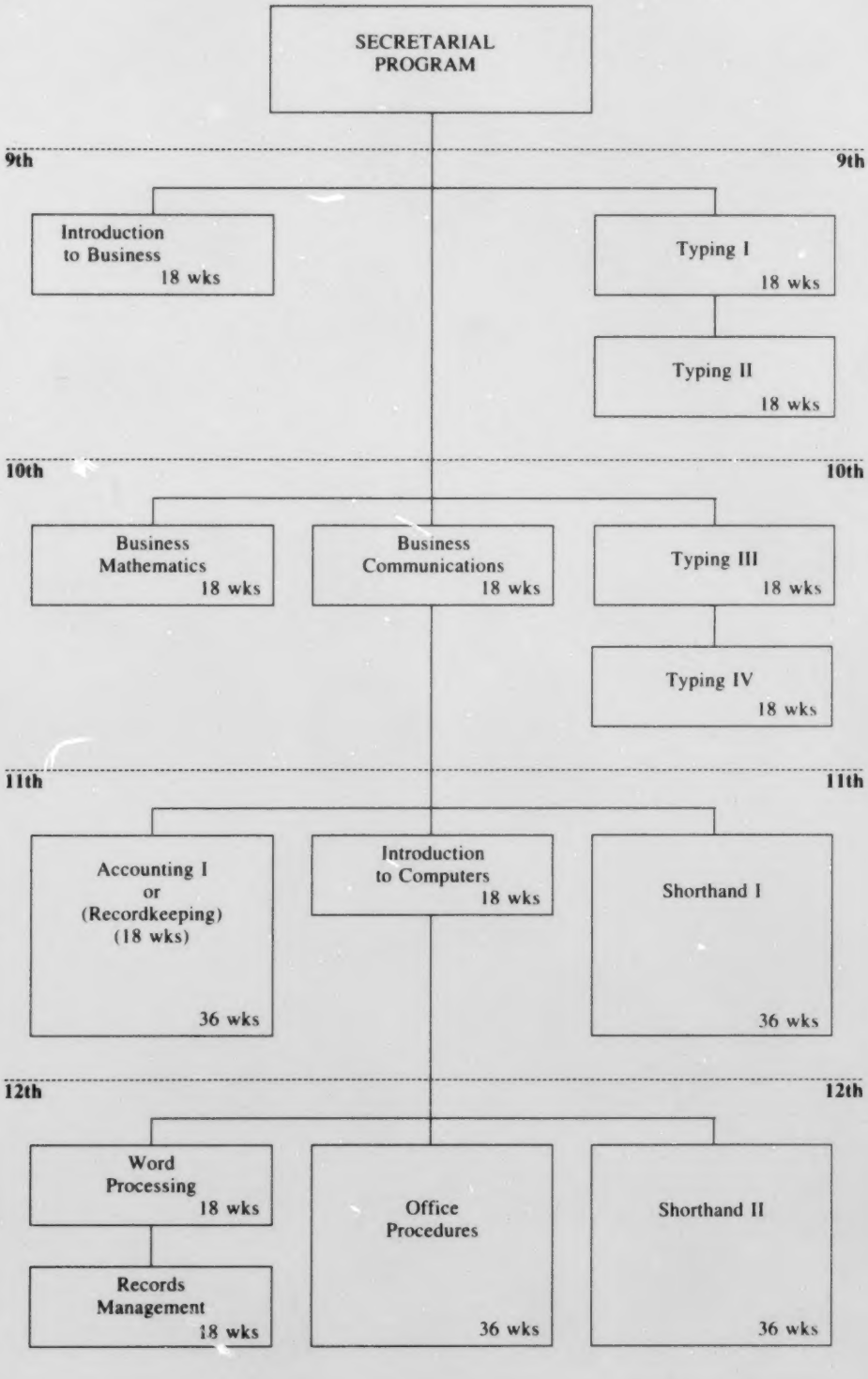
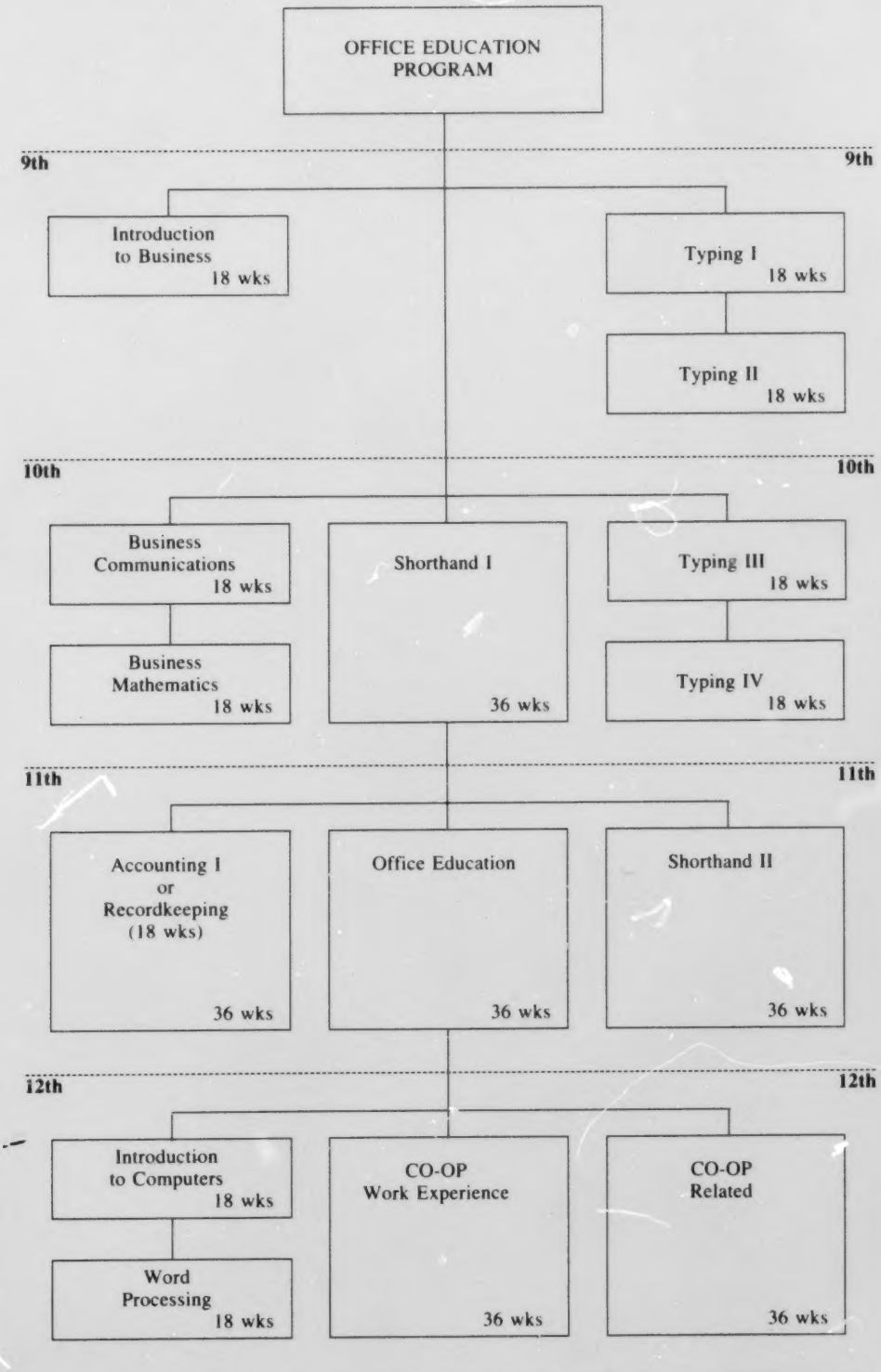
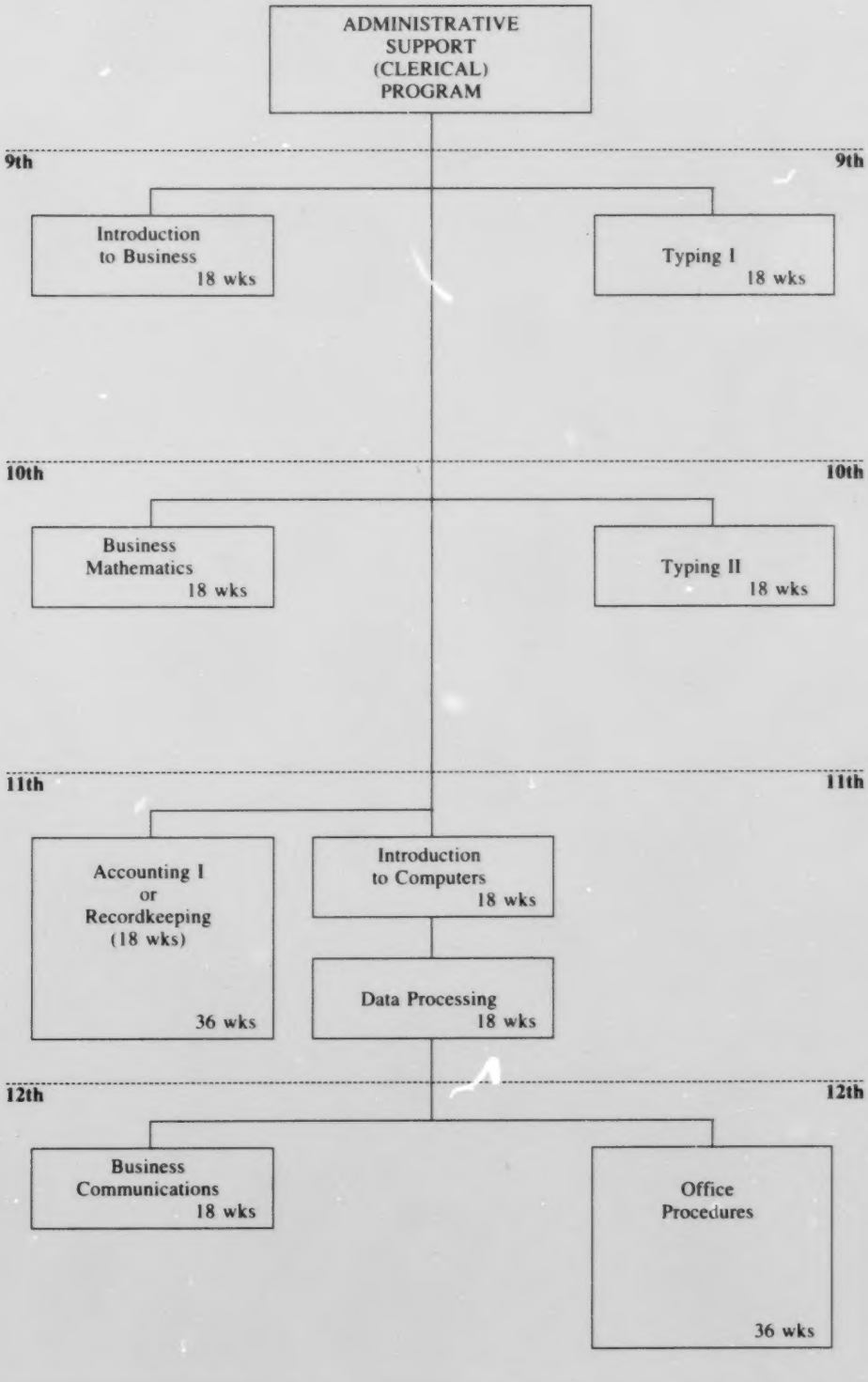
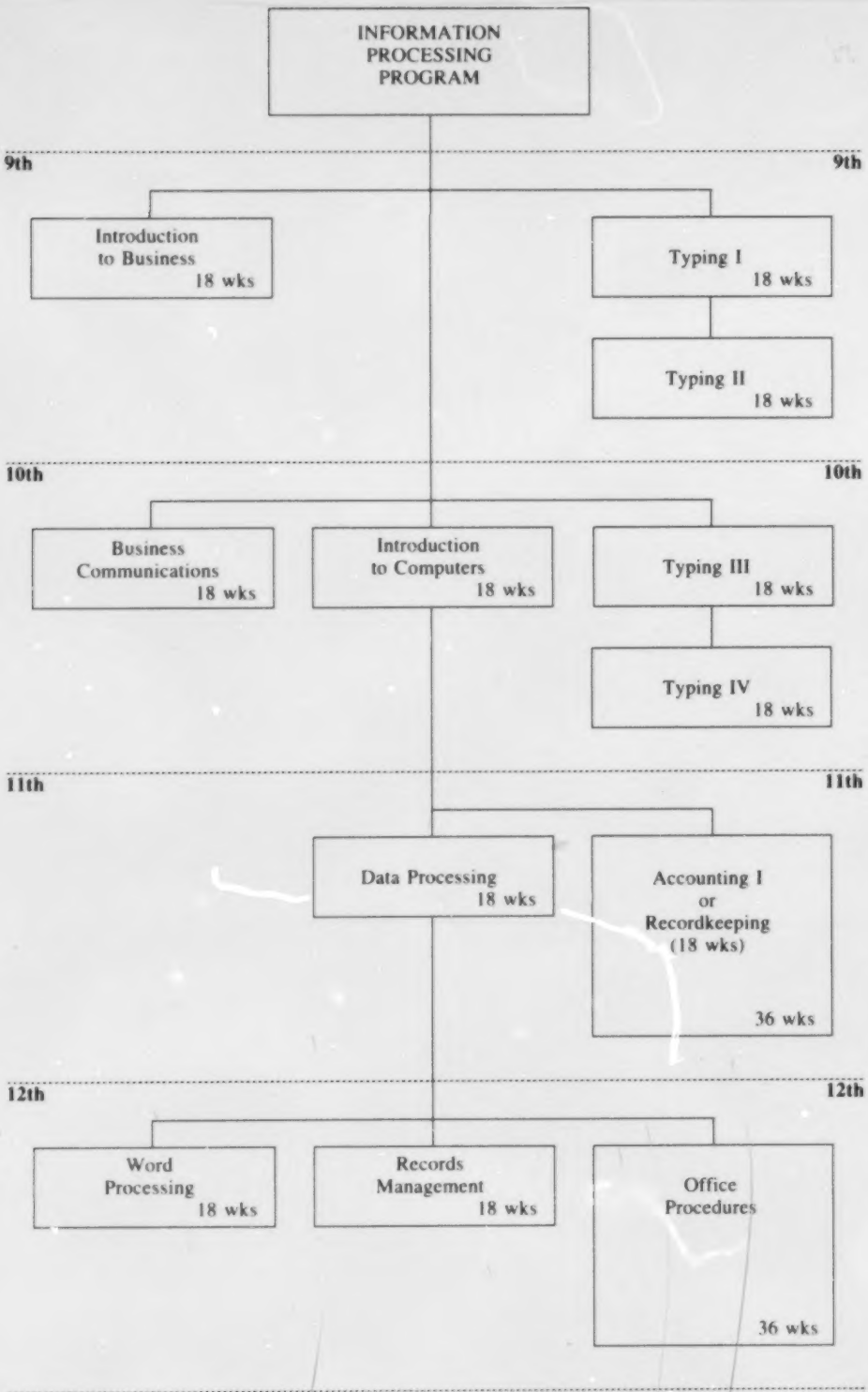
Cedar Falls, Iowa


SECRETARIAL PROGRAM
9th
9th
Introduction to Business 18 wks
Typing I 18 wks
Typing II 18 wks
10th
10th
Business Mathematics 18 wks
Business Communications 18 wks
Typing III 18 wks
Typing IV 18 wks
11th
11th
Accounting I or (Recordkeeping) (18 wks) 36 wks
Introduction to Computers 18 wks
Shorthand I 36 wks
12th
12th
Word Processing 18 wks
Records Management 18 wks
Office Procedures 36 wks
Shorthand II 36 wks


OFFICE EDUCATION PROGRAM
9th
9th
Introduction to Business 18 wks
Typing I 18 wks
Typing II 18 wks
10th
10th
Business Communications 18 wks
Business Mathematics 18 wks
Shorthand I 36 wks
Typing III 18 wks
Typing IV 18 wks
11th
11th
Accounting I or Recordkeeping (18 wks) 36 wks
Office Education 36 wks
Shorthand II 36 wks
12th
12th
Introduction to Computers 18 wks
Word Processing 18 wks
CO-OP Work Experience 36 wks
CO-OP Related 36 wks


ADMINISTRATIVE SUPPORT (CLERICAL) PROGRAM
9th
9th
Introduction to Business 18 wks
Typing I 18 wks
10th
10th
Business Mathematics 18 wks
Typing II 18 wks
11th
11th
Accounting I or Recordkeeping (18 wks) 36 wks
Introduction to Computers 18 wks
Data Processing 18 wks
12th
12th
Business Communications 18 wks
Office Procedures 36 wks


INFORMATION PROCESSING PROGRAM
9th
9th
Introduction to Business 18 wks
Typing I 18 wks
Typing II 18 wks
10th
10th
Business Communications 18 wks
Introduction to Computers 18 wks
Typing III 18 wks
Typing IV 18 wks
11th
11th
Data Processing 18 wks
Accounting I or Recordkeeping (18 wks) 36 wks
12th
12th
Word Processing 18 wks
Records Management 18 wks
Office Procedures 36 wks

Office

The modern office has seen some very dynamic changes during the past decade. Not only have systems been changing rapidly due to advanced technology, but the attitudes of office workers have also been changing. With the new technology, a requirement to change and improve office procedures has become very important.

Although many of the traditional office jobs still exist, many office jobs at the present time did not exist ten years ago. Technology has created a new office environment where the merging of data processing and word processing is becoming a reality. The secretarial and clerical office careers will continue, but a totally new integrated concept of information processing will provide many new and exciting office careers for the high school graduates. Obviously, the basis of these new information processing careers is technology. The introduction of computerized office applications provides a challenge for both the office workers and the educational programs which are preparing the office workers.

The curriculum guides for the office program includes a concentration of office technology through such courses as Introduction to Computers, Word Processing, Data Processing, and Records Management. The Secretarial, Office Education, and Administrative Support curricula includes an introduction to office technology through selected courses. The Information Processing curriculum includes all four of these courses to provide the student with depth in the office technologies that are a reality in today's business. [For more information about information processing, refer to Division I: Position Paper: "Information Processing in Business Education" by the Policies Commission for Business and Economic Education (1982)].

This curriculum section includes suggested guidelines for four office occupation programs.

1. Secretarial: Primary emphasis on the traditional secretarial skills of typewriting, shorthand, and office procedures.
2. Office Education: Primary emphasis on the traditional secretarial skills of typewriting, shorthand, office procedures, plus the cooperative work experience program and related student organization.
3. Administrative Support: Primary emphasis on the traditional clerical skills which include typewriting, accounting, and data processing.
4. Information Processing: Primary emphasis on the use of technology in the office. Includes the traditional skills of typewriting, business communications, computers, data processing, word processing, and records management.

Career Opportunities

The white-collar labor market is now greater than the blue-collar labor market in the United States. The demand for office workers is steadily increasing. In fact, the Bureau of Labor Statistics continues to forecast continued growth in nearly all office related occupations. The demand for highly skilled office workers will continue for several years. Business education students should endeavor to develop their skills in typewriting, shorthand, accounting, computers, data processing, word processing, and records management.

Typing I

Purpose

Typing I is designed to teach the fundamental skills of typewriting. Special emphasis is given first to proper technique, then speed, then accuracy. The main areas taught are keyboard mastery, simple business letters, tabulations, rough draft copies, and manuscript typing. This course is recommended for ninth-grade students and above.

Recommended hours of instruction

Typing I is a semester course (18 weeks), standard 5 days/week with 50 minutes/class period.

Standards

The student will

1. Develop the ability to operate the typewriter efficiently and accurately through technique refinement.
2. Have knowledge of operative parts and proper care of the typewriter.
3. Demonstrate the ability to copy, arrange, and position correctly such as simple letters and envelopes, tables (centered vertically and horizontally), themes, outlines, manuscripts and common business forms.
4. Be able to take simple direct dictation and compose simple material at the typewriter.
5. Experience and understand word-division rules, spacing rules, proofreading, figuring words a minute, and correction techniques.
6. Become aware of career opportunities for the use of typing skills and knowledge of the business world.

Competencies (average except where noted)

1. Use acceptable keystroking technique.
2. Type straight-copy material at a *minimum* rate of 24 wam with not more than 2 errors a minute.
3. Type a simple business letter (approximately 150 total words) in proper form with *all* errors corrected in 10 minutes.
4. Type correctly a 2-column unarranged table with a subheading containing both words and numbers with all errors corrected (approximately 200 strokes) within a maximum time limit of 15 minutes.
5. Type a 1-page arranged manuscript with footnotes in proper form with *all* errors corrected within a maximum time limit of 15 minutes.

Course content

I. "Get Ready to Type"
   - A. Parts of typewriter needed for operation
   - B. Correct typing position
   - C. Paper insertion
   - D. Key jamming
   - E. Teacher demonstration of correct keystroking and spacing techniques.

II. Learning the Keyboard
   - A. Keyboard letters and punctuation marks (about 10 days)
   - B. Figures and symbols
   - C. Proofreading and determining speed
   - D. Evaluation of techniques and speed

III. Basic Application of Typewriting Skills
   - A. Centering (horizontal and vertical)
   - B. Error correction
   - C. Word division
   - D. Tabulating
   - E. Composing
   - F. Communications (personal notes, letters, memoranda)
   - G. Outlines
   - H. Themes and manuscripts

IV. Equipment Recommendation

Typing II

Purpose

Typing II is for students who wish to improve their basic skill competencies. Students are provided the opportunities to refine their typing techniques which, in turn, increases their speed and accuracy. This course is for students who wish to acquire enough skill to use their typing vocationally or for typing college papers.

Recommended hours of instruction

Typing II is a semester course (18 weeks), standard 5 days/week 50 minutes/class period.

Standards

The student will

1. Improve knowledge and skills in typing mailable business letters and envelopes, business forms, manuscripts, tabulations, and other business materials.
2. Develop further ability to detect errors, to use proper correction procedures, to squeeze and spread letters, to assume responsibility for proofreading, and to refine evaluative skills.
3. Improve basic communication skills, including spelling, punctuation, capitalization, paragraphing, syllabication, and grammatical construction, and, in turn, composing business letters and themes.
4. Demonstrate proficiency in the care of the typewriter.
5. Provide practice in production typing.
6. Develop pride in work and realize a sense of accomplishment in a job well done.

Competencies (average except where noted)

1. Divide words properly and recognize errors in spelling and grammar.
2. Type straight-copy material for 5 minutes at a *minimum* rate of 34 wam not exceeding more than 8 errors.
3. Type two unarranged average-length mailable letters and envelopes in 25 minutes.
4. Type an unarranged, three-column, nine-line table with column headings in 15 minutes.
5. Set up and type a three-page formal report with footnotes, title page, table of contents, and bibliography in two class periods.

Course content

I. Improving Typing Skills
   - A. Knowledge of capitalization
   - B. Application of punctuation rules
   - C. Reinforcement of techniques
   - D. Development of speed and accuracy

II. Improving Typing Applications
   - A. Business letters
   - B. Tabulation
     1. Determining placement
     2. Centering columnar headings
     3. Using leaders
     4. Ruled tables
   - C. Manuscripts
     1. Side and paragraph headings
     2. Pagination and binding
     3. Bibliography
     4. Title page
   - D. Evaluation of techniques and production measurement

III. Office Production Skills

Typing III

Purpose

Typing III is designed to help students who are preparing for a business career to develop vocational competency in typing. The course is designed to enable students to qualify for entrance employment as a clerk-typist, a general office clerk, a stenographer, or a secretary. Material should be presented on an individual-progress basis so that each student can excel to his/her highest potential.

Recommended hours of instruction

Typing III is a semester course (18 weeks), standard 5 days/week 50 minutes/class period.

Standards

The student will

1. Develop the ability to know, judge, and apply the technical background details involved in all production work, whether it be familiar or unfamiliar materials, which should be typed from unarranged rough draft and/or script copy with all errors corrected.
2. Gain more realization of the importance of responsibility, punctuality, and dependability in all work.
3. Work in an office-like atmosphere in which higher and more complex typewriting skills may be developed.
4. Strive for excellence in keystroking
5. Develop the ability to operate copying machines.

Competencies (average)

1. Type four mailable single-page, average-length (straight-copy standard) (approximately 150 total words) letters in 50 minutes from unarranged copy with one carbon copy and an envelope for each letter.
2. Type a three-page, unarranged production problem in approximately 45 minutes using manuscript format, footnotes, and tabulation skills.
3. Type the correct information from unarranged data in the proper places on various types of forms used in business.
4. Follow both oral and written directions accurately and quickly to produce work of the highest possible quality.

Course content

I. Comprehensive Performance Reveiw

II. Business Letters
   - A. Production of unarranged average letters and envelopes
   - B. Production of letters with special features
     1. AMS Simplified
     2. Sideheadings
     3. Special-sized stationary
   - C. Work completion records

III. Tables, Business Forms, Reports
   - A. Production of unarranged material
   - B. Measurement and feedback

IV. Composition of Letters and Compiling of Statistics

V. Reproduction Typing
   - A. Masters
   - B. Stencils
   - C. Thermofax
   - D. Photocopy
   - E. Electronic/memory typewriter

Typing IV

Purpose

Typing IV is designed to enable students to better qualify for entrance employment as a stenographer or a secretary. Special study may include the legal, medical, statistical, and executive areas based on the student's interest. Again, material should be presented on an individual-progress basis.

Recommended hours of instruction

Typing IV is a semester course (18 weeks), standard 5 days/week 50 minutes/class period.

Standards

The student will

1. Increase ability to type from print, rough draft, or unorganized data the kinds of letters, manuscripts, and tables commonly

included in the flow of work activity in a business office.
2. Exhibit personal qualities of neatness, promptness, dependability, accuracy, and proper judgment in completing various tasks with a high degree of proficiency.
3. Develop personality traits and mannerisms acceptable to office workers.
4. Be completely responsible for proofreading, organizing work and locating necessary information, and evaluating of work output.

Competencies (average)

1. Type 50 or more words for 5 minutes with 5 errors or less.
2. Complete a practice set or other comparable production problems successfully with little supervision.

Course content

I. Pretest and Review of Necessary Knowledge

II. Production Units
- A. Business letters
- B. Tabulation
- C. Business forms
- D. Evaluation by using realistic business situations

III. Projects in a Simulated Office Situation
- A. Sales/purchasing department
- B. Finance department
- C. Administrative secretary
- D. Executive secretary
- E. Legal secretary
- F. Medical secretary
- G. Insurance office
- H. Computer typing
- I. Government office

Shorthand I

Purpose

Shorthand is a skill subject designed to provide training for those students interested in a secretarial vocation.

Through a shorthand class, students utilize the following basic skills: (1) listening, (2) computing, (3) compiling, (4) reading, (5) copying accurately, (6) communicating — mastery of the conventions of the English language, (7) typewriting, (8) proofreading/editing, (9) writing, (10) decision making, (11) dictating, and (12) using human relations. These skills increase the chances of someone moving up in the secretarial field.

Recommended hours of instruction

The first year of shorthand should be a class that meets every day for approximately 45 to 55 minutes. Students should be taking typewriting or preferably have had at least one semester of typewriting.

Standards

By the end of two semesters, the student will:

1. Have the ability to apply the theory of a shorthand system.
2. Have the ability to write shorthand outlines at moderate to high dictation rates.
3. Have the ability to read shorthand outlines and to typewrite these notes into an acceptable English form.
4. Be able to write the speed or brief forms with 95 percent accuracy when they are dictated one every three seconds.
5. Be able to take new matter dictation with some previewing of more difficult words. The length of dictation is usually three minutes with an average of 80 wpm.

Job related competencies

There are many testing procedures that can be used to evalute students' progress. The teacher's manuals give suggestions for evaluation. A variety of tests should be given that will test the student's knowledge of vocabulary, speed or brief forms, dictation rates, homework, and producing usable transcripts.

Suggested minimum standards after completing one semester of shorthand are reading shorthand notes 100 wpm, recording familiar dictation on a 3-minute take with 95 percent accuracy 50 wpm, and recording new-matter dictation on a 3-minute take with 95 percent accuracy 40 wpm. At the end of the second semester of shorthand, the minimum standard for new-matter dictation on a 3-minute take with 95 percent accuracy is 50 wpm.

Course content

I. Theory Presentation
- A. Writing shorthand outlines from spoken English
- B. Learning speed or brief forms
- C. Learning phrases
- D. Reading shorthand from the textbook plates
  1. Sounding out words orally
  2. Accuracy and speed
- E. Writing shorthand from textbook plates and dictation

II. Reading and Writing Shorthand
- A. Using plates from the text
- B. Advance to reading and writing homework
- C. Writing shorthand from longhand material
- D. Writing from new material

III. Transcription
- A. Using plates from the text
- B. Practice material from dictation
- C. Familiar material from dictation
- D. New-matter material from dictation

IV. Application of Related Skills
- A. Typewriting
- B. Grammar

Methods of teaching

1. Stress basic theory knowledge.
2. Stress the importance of recognizing English sounds and associating them with the correct shorthand symbol or outline.
3. As new theory words are introduced, the students as a group should sound/spell the word.
4. Writing should be started as soon as possible. Emphasize correct writing habits such as posture and writing, not drawing, the outlines.
5. Use techniques such as air writing, tracing, or scribble writing.
6. Stress the importance of accuracy in writing outlines through theory tests and requiring the students to have automatic recall of brief or speed forms.
7. Require the students to do homework as it develops skill which will be transferred to the classroom.
8. Speedbuilding activities should begin as soon as the students start to write. These activities should stress review, repetition, regular practice and remedial work on familiar material. Suggested speedbuilding plans: the pyramid plan, the one-minute speedbuilder, the one-minute plan, the stairstep plan, retention rate builder, double-take dictation, repetitive dictation, high-low dictation, and accelerated dictation.
9. Emphasize pretranscription skills: spelling, punctuation, capitalization, word usage, mechanics of grammar, vocabulary, etc.
10. Use multimedia such as the chalkboard, transparencies, tapes, and dictation laboratories.
11. Make goals attainable by dictating at 40, 50, 60, 70, wpm.
12. Cultivate pride or a positive attitude in a job well done.
13. Use a variety of teaching techniques.

Shorthand II

Purpose

Shorthand II is a subject for those students who have completed one year of shorthand and want to develop their skills to a level that can be used in their vocational pursuits. Emphasis should be given to speed building and theory review as well as letter placement, letter styles, proofreading/editing skills, corrections, grammar, and mailable copy.

Recommended hours of instruction

Shorthand II is a one-year course.

Standards

By the end of two semesters, the student will:

1. Be able to take dictation at a minimum speed of 80 wpm.
2. Learn about career opportunities for legal, medical and technical secretaries, etc.
3. Continue to master the conventions of the English language.
4. Continue to review shorthand theory to be able to write correct outlines.
5. Be able to proofread rapidly and accurately.
6. Learn judgment placement working with their own notes.
7. Be able to take new-matter dictation with no previewing of words at 120 wpm for three minutes to receive the "A" grade.

Job related competencies

The same types of tests for evaluation can be used in Shorthand II as in Shorthand I.

Suggested minimum standards after completing two semesters of Shorthand II are reading from shorthand notes 150 wpm and recording new-matter dictation on a 3-minute take with 95 percent accuracy at 80 wpm.

Course Content

I. Review of Shorthand Theory
   - A. Speedbuilding using the various plans mentioned in Shorthand I
   - B. Using office-style dictation
   - C. Developing technical vocabularies
   - D. Writing shorthand from longhand material

II. Review of Typewriting Skills
   - A. Preparing materials and equipment
   - B. Reviewing letter styles, manuscripts, and envelopes through production typing
   - C. Making corrections
   - D. Realignment, crowding and spreading letters
   - E. Learning proofreading/editing
   - F. Reviewing carbon copies

III. Review of English
   - A. Reviewing spelling, grammar, punctuation, number usage, capitalization, possessives, etc.
   - B. Making sure the content is complete and makes sense
   - C. Reviewing word division
   - D. Usage of the dictionary and other reference books

Methods of teaching

1. Stress the acceptability or mailability of letters or copy. Who is to receive the copy? The time of day may affect the mailability. Who is going to use the copy?
2. Stress nontyping activities: erasing and correcting, proofreading/editing, deciphering incorrect shorthand outlines, getting ready, spelling problems, vocabulary lists, supplying and verifying inside addresses, tabulation problems, and mailing procedures.
3. Emphasize following directions and good placement on the page.
4. Review proofreading by using a false transcript or giving students a printed copy which contains errors and the students are to find the errors.
5. Provide opportunities where the students can learn to judge how much room their notes will take when transcribing.
6. Give the students work where they must type several carbon copies.
7. Give dictation involving a variety of communications, specialized vocabulary, extended time period for dictation and transcription involving the entire hour, office style dictation, dictation provided by guest dictators, and typing from cold notes.
8. Require and reward outside practice from tapes and cassettes over and above required textbook homework.
9. Make goals more attainable by dictating at 80, 90, 100, 110 wpm.
10. Give practice in composing short routine letters.
11. Give lists of memorized shortcut phrases for speedbuilding.
12. Give the students work in machine transcription.
13. Develop production of mailable letters from shorthand speed plates.
14. Use field trips, speakers, films about careers, etc.
15. Cultivate pride or a positive attitude in a job well done.
16. Make available secretarial or business magazines.

Office Education Preparatory

Purpose

Office Education Preparatory intends to accomplish three main objectives -- career awareness and exploration of office occupations, building basic skill levels to meet entry level requirements for office occupations, and an opportunity for students to learn about the benefits available to them through the local, state, and national Office Education Association.

Recommended hours of instruction

Office Education Preparatory will ideally be taught to 11th grade students who have completed the prerequisistes and have a career interest in office occupations. Office Education Preparatory is a one-year course.

Standards

By the end of the year, the student will be able to:

1. Set their personal goals for self-improvement as outlined in the OEA Torch Awards program.
2. Recognize the qualifications required for office occupations, by individual industry and the level of responsibility.
3. File information according to alpha, numeric, subject, and geographic categories.
4. Apply current mailing procedures in handling incoming and outgoing mail.
5. Operate a 6-button telephone.
6. Operate a 10-key calculator and apply basic math skills of percents, decimals, and invoice discounts.
7. Prepare mailable materials.
8. Operate transcription equipment.
9. Prepare a resume.
10. Communicate effectively and professionally during a job interview.
11. Identify entry-level office occupations which match their strengths.

Job-related competencies

1. Ability to follow the prescribed guidelines of the Torch Awards program and to work cooperatively with others in planning local chapter activities
2. Ability to identify qualifications and interpret job descriptions as they relate to office occupations
3. Ability to file according to a prescribed records management system
4. Ability to determine appropriate mailing procedure and amount of postage required
5. Ability to accurately and efficiently operate a 10-key calculator, a typewriter, a 6-button telephone, a transcriber, and any computer

or word processing equipment which may be available
6. Ability to arrange, type, and proofread mailable documents
7. Ability to make use of reference materials
8. Ability to prepare for a job interview
9. Ability to communicate and ask appropriate questions
10. Ability to identify appropriate office behavior
11. Ability to prepare evaluation summaries of chapter activities

Course content

I. Office Education Association
   A. OEA Official Guide
   B. Torch Awards program
   C. Calendar of events

II. Office Occupations
   A. Knowledge of job descriptions
   B. Support staff, supervisory, and management
   C. General, legal, medical, insurance, accounting, EDP, WP

III. Records Management
   A. Terminology and equipment
   B. Inspect, index, coding, sorting, storing
   C. Alpha, numeric, geographic, subject

IV. Mailing Procedures
   A. Classes of mail
   B. Incoming/outgoing
   C. Current postal regulations
   D. Alternative services — UPS, Air Express, Telex/TWX

V. Telephone Techniques
   A. Telephone directory
   B. Answer, screen, and transfer
   C. Telephone messages
   D. Outgoing calls

VI. Receptionist
   A. Greet clients
   B. Escort visitors
   C. Supply information

VII. Calculator Skills
   A. Finger technique
   B. Memory and constant key
   C. Identifying errors
   D. Computing extensions, discounts, and sales tax
   E. Preparing a payroll

VIII. Mailability
   A. Prepare correspondence, reports, tables, and forms
   B. Making adjustments and corrections
   C. Type styles (elite, pica, proportional)

IX. Transcription
   A. Vocabulary/spelling
   B. Punctuation and paragraph breaks
   C. Proofreading

X. Office Practice Sets
   A. Employee handbooks
   B. Determining priorities
   C. Asking appropriate questions
   D. Organizing efficiently

XI. Job Interviewing Techniques
   A. Job search
   B. Letter of application
   C. Resume
   D. Application forms
   E. Personal interview
   F. Professional business attire

XII. Office Simulations
   A. Supervisory techniques
   B. Motivating others
   C. Developing a working relationship

Office Education-Related

Purpose

Students enrolled in the vocational coop program receive the opportunity to apply their skills at a training station directly related to their occupational goals. Students will balance their efforts between classroom assignments, developing on-the-job skills according to training sponsor evaluations, and active participation in OEA chapter activities including the following: leadership; service; cooperation; knowledge; friendship; love, hope, and faith; and patriotism. Students will be prepared to enter the full-time job market and perform as capable office employees.

Recommended hours of instruction

This 36-week course meets daily and is available to 12th grade students who qualify according to their career interests, their efforts as exhibited in prerequisite courses, and their sense of reliability.

Standards

By the end of the year, the student will be able to:
1. Set goals
2. Identify strengths and weaknesses
3. Improve skills
4. Develop a good working relationship with co-workers and supervisors
5. Abide by parliamentary procedures in meetings
6. Plan and organize projects
7. Perform with a minimum amount of supervision
8. Research, analyze, and organize data according to guidelines
9. Make decisions based upon facts and judgment
10. Exhibit self-confidence
11. Take pride in accomplishments
12. Identify appropriate and inappropriate office behavior
13. Budget personal finances
14. Determine the value of insurance
15. Dress in professional attire
16. Compose effective written correspondence

Job-related competencies

1. Prepare mailable typewritten documents
2. Perform accurate mathematical calculations
3. Initiate time-saving procedures
4. Work cooperatively with others
5. Display confidence in tackling new projects
6. Perform a variety of office tasks
7. Express himself/herself
8. Express creativity to increase productivity

Course content

I. Individual Goal Setting
   A. As a student in the classroom
   B. As an employee on the job
   C. As a chapter member of OEA

II. Individual Training Plans Directly Related to On Job Training
   A. Employer input
   B. Student input
   C. Coordinator input

D. Office simulated projects

III. Calendar of Chapter Events in OEA
- A. Officer elections
- B. Standing committees
- C. Torch Awards program
- D. Responsibilities of members

IV. Evaluations
- A. Self-improvement
- B. Self-evaluation
- C. Identification of strengths and weaknesses

V. Parliamentary Procedures
- A. Organization of a meeting
- B. Roberts Rules of Order
- C. Minutes of a meeting

VI. Organizing an Event
- A. Planning
- B. Delegation of responsibility
- C. Evaluation

VII. Work Habits
- A. Training and retention
- B. Initiative
- C. Tact

VIII. Individual Job Manuals
- A. OEA competitive events guidelines outline
- B. Research and collection of data
- C. Organization and preparation of a typewritten manual

IX. Decision Making
- A. Definition of problems
- B. Establishment of alternatives
- C. Justification of a solution

X. Self-Awareness
- A. Values
- B. Non-verbal communication
- C. Human relations (Johari Window)

XI. Appropriate and Inappropriate Office Behavior
- A. Relationship with coworkers and customers
- B. Relationship with supervisors
- C. Mature behavior

XII. Personal Financial Management
- A. Banks
- B. Savings and loans
- C. Credit unions

XIII. Insurance
- A. Life
- B. Auto
- C. Medical
- D. Renters/homeowners

XIV. Communications
- A. Written
- B. Verbal

XV. Basic Review of Office Skills
- A. Typing style
- B. Grammar
- C. Punctuation
- D. Spelling
- E. Word usage
- F. Number styles

Business Communications

Purpose

A. To help each student to understand and appreciate the importance of effective communications

B. To develop each student's competence in all phases of communications: writing, speaking, reading, listening, and nonverbal

C. To help each student develop desirable traits and habits for success in business

Recommended hours of instruction

A. One semester (one hour each day for one credit)

B. Grades 10-12

C. Ability to typewrite is helpful

Standards

A. The student will improve speaking and listening skills in:
1. Interacting with other students
   - a. one-to-one
   - b. small group
   - c. classroom activities
2. Communicating orally to employer, coworkers, customers
3. Receiving communications from employer, coworkers, customers
4. Using telephone
5. Preparing for job interview
6. Reading for understanding
7. Improving understanding of nonverbal communication
   - a. appearance, facial expression
   - b. position, gestures

B. The student will develop ability to compose effective written communications through:
1. Composing personal and business correspondence
2. Integrating letter-writing skills
3. Composing and organizing reports
4. Preparing employment letter and resume

C. The student will develop desirable traits and habits for success in business by:
1. Developing self-esteem
2. Increasing awareness of others' needs, rights, and opinions
3. Acquiring use of positive words
4. Improving relationships with others
   - a. courtesy and tact
   - b. responsible behavior
   - c. ethical conduct

Job-related competencies

A. Ability to apply for a position
1. Letter of application
2. Resume
3. Interview

B. Ability to communicate satisfactorily with employer, co-workers, customer
1. Face-to-face
2. Telephone
3. Written messages or letters
   - a. handling routine correspondence
   - b. composing replies to various business situations
   - c. organizing and composing a report

C. Ability to be an effective "member of the business team"

Course content

A. Defining effective business communications
1. Sending messages by speaking and writing

2. Receiving messages by listening and reading
3. Applying nonverbal signals to both sending and receiving messages

B. Interacting with other students
1. Getting acquainted
a. accepting others
b. feeling accepted
2. Information exchange
a. oral reports
b. conversational skills
1) positive comments and feedback
2) asking questions
3. Problem-solving
4. Socio-drama and role-playing

C. Improving understanding of nonverbal communication
1. Charades
2. Body language

D. Communicating orally in business
1. Employer, coworkers, customers
2. Telephone courtesy
a. pleasing, clear voice
b. correct grammar
3. Job interview

E. Improving listening skills
1. Receiving positive-negative feedback
2. Awareness of subtleties
3. Concentrating, repeating ideas, asking questions

F. Developing reading for understanding
1. Proofreading
2. Interpretation and summarization

G. Developing effective composition skills in correspondence
1. Messages, inquiries, and replies
2. Announcements and invitations
3. Orders, acknowledgements, and requests
4. Appreciation, congratulations, sympathy
5. Introductions and recommendations
6. Claims and adjustments
7. Sales, credit, and collections

H. Integrating letter-writing skills
1. Outline and organization of thoughts
2. Grammar, punctuation, spelling, sentence structure
3. Choice of words
a. tactful, courteous, friendly tone
b. "you" attitude
c. conciseness with positive approach
4. Letter styles, proofreading

I. Organizing reports
1. Preliminary pages
2. Body
3. Supplementary

J. Preparing employment letter and resume

Office Procedures

Purpose

Office Procedures can best be described as a combination of secretarial and clerical procedures which encompasses a broad range of skills and attitudes that can be adapted to a wide variety of office situations. The intent is to develop the marketable skills of the student necessary to become a productive and capable office worker.

Recommended hours of instruction

This course, ideally, is a two-semester course and is best taught in grade 12 since office skills should be at their optimum at this level.

Standards

By the end of the year, the students will be able to:

a. Demonstrate the skills necessary to meet the needs of the modern office.
b. Know their strengths and weaknesses in seeking the kind of job they can do with the most success.
c. Transcribe mailable copy.
d. Make and receive telephone calls courteously.
e. Type acceptable copies of all kinds of business forms and letters.
f. Know the operation procedures for commonly used office machines.
g. Operate spirit, mimeograph, and copy machines.
h. Route and handle office mail.
i. Present a good image of the company when assuming the duties of a receptionist.
j. File information alphabetically, geographically, numerically, and chronologically so that information can be retrieved without delay.
k. Compose an appropriate business letter.

Job-related competencies

a. Compose letters and reports.
b. File accurately 60 - 70 pieces of correspondence in 20 minutes.
c. Type accurately stencil/master copies.
d. Type tabular material accurately and neatly.

Course content

I. Career Opportunities
A. Kind of jobs
B. Sources of job information
C. Seeking a job

II. Office Functions
A. Office routine
B. Establishing a flow of work
C. Office procedures

III. Behavior
A. Attitude
B. Personal inventory
C. Work habits

IV. Communications
A. Oral communications
B. Vocabulary
C. Art of listening

V. Correspondence
A. Psychology of written correspondence
B. Internal communication
C. External communication

VI. Mailing Procedures
A. Incoming mail
B. Outgoing mail
C. Sealing, wrapping, and packaging

VII. Telephone Techniques
A. Directory use
B. Receiving and placing calls
C. Courtesy

VIII. Receptionist
A. Receiving callers
B. Scheduling appointments
C. Handling emergencies

IX. Filing
- A. Kind of systems
- B. Filing materials
- C. When/what to file

X. Typing Projects
- A. Business forms
- B. Proofreading
- C. Reference
- D. Mailable letter

XI. Transcribing Machines
- A. Systems
- B. Special techniques
- C. Development of production skill

XII. Office Machines (including calculators and microcomputers)
- A. Basic concepts
- B. Basic operations
- C. Skill development

XIII. Duplicating Methods
- A. Spirit process
- B. Mimeograph process
- C. Offset process
- D. Photocopies

XIV. Office Simulation Projects

Introduction to Computers

Purpose

The purpose of the course is to introduce the students to computers and to develop computer literacy. Since computers are a major influence in both our business and personal worlds, all students should become familiar with how the computer works, what the computer can and cannot do, and how the computer can be put to work to accomplish the goals and objectives of a business enterprise.

The course should contain information about the history of computers, how computers are used in society, and what some of the major computer applications are for both personal and business use.

Recommended hours of instruction

The course should be designed as a one-semester course (18 weeks) with approximately 80-90 class periods of instruction.

Standards

The student should gain the following minimum knowledges and skills from an introduction to computers course:

1. Know the major time periods associated with the development of the computer and what characteristics of the computer are associated with each corporation.
2. Be able to express either orally or in writing the major impacts that the computer has had on society.
3. Be able to discuss relevant computer applications in both the business and personal worlds.
4. Know and understand the basic functions of the computer: Input, Process, and Output.
5. Be able to solve a problem by showing the solution with a flowchart.
6. Be able to list the major careers associated directly with computers, data processing, word processing, or records management.
7. Know and understand the similarities and differences between data processing and word processing.
8. Be able to express either orally or in writing what information processing is.
9. Be able to write a simple program using a programming language.
10. Be able to operate a microcomputer at a minimum skill level.

Course content

I. History of Computers
- a. Pioneers in computing
- b. Generations of computers
- c. Integration of computer applications

II. How the Computer Works
- a. Input
- b. Processing
- c. Output

III. Logical Thinking
- a. Systematic problem solving
- b. Binary logic
- c. Coding Systems

IV. Computational Speed and Reliability
- a. Millisecond, Microsecond, Nanosecond
- b. Micro chips (integrated circuits)
- c. ROM vs RAM

V. Data Communications
- a. Components of a Data Communications System
- b. Networks
- c. Transmission media

VI. Data Base
- a. Types of data bases
- b. Advantages and Disadvantages

VII. Distributed Data Processing
- a. Philosophy
- b. Types of Distributed Data Processing

VII. Computers and Society
- a. Professional Ethics
- b. Computer Crime
- c. Electronic Funds Transfer
- d. Privacy and Security

IX. Careers
- a. Information Processing
- b. Computer Operators
- c. Computer Programmers
- d. System Analysts

Introduction to Word Processing

Purpose

The purpose of a curriculum in word processing is to introduce the student to the need for word processing, the efficiency of word processing systems, and the creation of new careers. It should cover information about word processing equipment, including automated typing systems, electronic mail, and automated filing.

Recommended hours of instruction

It is recommended that a half-year course of 18 weeks of instruction be offered.

Standards

By the end of the course, the student will be able to

1. Define word processing
2. Describe career advancement opportunities
3. Demonstrate proficiency in operating electric typewriters, magnetic keyboards, dictation and transcription equipment, calculators, and reprographic equipment
4. Define generic word processing terms
5. Identify the personal skills, attitudes, and knowledge needed by word processing employees

Job-related competencies

I. Concepts and careers
   A. Understand the history of the development of word processing
   B. Understand the terminology used in word processing
   C. Know the relationship between word and data processing
   D. Identify careers made possible through word processing

II. Communications
   A. Written
      (1) Use correct grammar, spelling, punctuation, capitalization, and number form
      (2) Proofread and edit typewritten work accurately
      (3) Compose clearly written letters, reports, and memos
   B. Verbal
      (1) Use good telephone techniques
      (2) Give clear verbal explanations and directions

III. Equipment
   A. Keyboarding
      (1) Type straight and statistical copy accurately and rapidly
      (2) Arrange and produce correspondence and reports accurately and rapidly
      (3) Make neat corrections
      (4) Operate an automatic keyboard, determining proper format and employing proofreading and editing skills
   B. Transcribing
      (1) Operate a transcribing machine efficiently
      (2) Keyboard a dictated document accurately and rapidly
   C. Dictating
      (1) Operate dictation equipment efficiently
      (2) Dictate documents accurately, concisely, and clearly
   D. Reprographics
      (1) Operate copying machines efficiently and determine when it is appropriate to use them
      (2) Produce quality copies using a variety of duplicating processes

IV. Attitudes and personal characteristics
   A. Willingness to get along with others
   B. Sense of teamwork
   C. Willingness to accept constructive criticism
   D. Adaptability
   E. Enthusiasm
   F. Reliability
   G. Self-confidence
   H. Good-natured disposition
   I. Initiative

Course content

I. Introduction to word processing
   A. Definition and history
   B. Need for word processing
   C. Comparison with traditional office
   D. Blending of word processing and data processing into information processing
   E. Advantages and disadvantages of word processing

II. Kinds of organizational structure
   A. Centralized
   B. Decentralized
   C. Work clusters
   D. Other combinations

III. Equipment
   A. Word processing systems
      (1) Standalone systems
         (a) Automatic repetitive typewriters
         (b) Nondisplay word processors
         (c) Display word processors
      (2) Multi-terminal systems
         (a) Shared-logic word processors
         (b) Time-shared word processors
   B. Dictation and transcription equipment
      (1) Discrete and endless-loop media
      (2) Desktop, portable, and centralized units

IV. Career opportunities
   A. Management positions
   B. Correspondence (or word processor operator) positions
   C. Administrative support positions
   D. Skill requirements

V. Future of word processing
   A. Photocomposition and phototype systems
   B. Facsimile systems
   C. Optical character reader systems
   D. Electronic mail
   E. Reprographics
   F. Telecommunications
   G. Filing

Data Processing

Prequisite: Introduction to Computers

Purpose

The purpose of this course is to provide the students with the opportunity to learn business data processing systems and procedures. If possible, a hands-on experience using computer equipment is highly desirable. The students should gain experience in writing computer programs for business applications. The programming language used in this course may be one of the following: BASIC, Pascal, COBOL, FORTRAN, or any other high-level language.

Recommended hours of instruction

The course should be designed as a one-semester course (18 weeks) with approximately 80-90 class periods of instruction.

Standards

The student should gain the following minimum knowledges and skills from the data processing course:

1. Demonstrate proficiency in data-entry skills
2. Execute programs correctly in which the student has made modifications.
3. Analyze a problem and solve the problem using the computer as a tool in the problem-solving situation.
4. Solve a problem by using a flowchart and/or pseudo-code as a technique.
5. Write and execute programs which the student has prepared during the course.
6. Define a business system and explain the operation of commonly found business systems such as accounts payable, personnel accounting, payroll, accounts receivable, and inventory.
7. Understand the relationship between data processing and word processing.
8. Understand the preparation requirements for entry-level data processing careers.
9. Understand the educational and experience requirements for advanced data processing careers.

Course content

I. Review of Introduction to Computers Course
   a. History
   b. Hardware, Software, Systems

II. Systems Design
   a. Problem-Solving Approach
   b. Alternatives
   c. Implementation
   d. Evaluation

III. Hardware
   a. Input Equipment
   b. Types of Central Processors
   c. Storage Devices
   d. Communications Systems
   e. Output Equipment

IV. Software
   a. Operating Systems
   b. programming Languages
   c. Structured Programming

V. Flowcharting/Pseudo-code

VI. Programming

VII. Information Processing
   a. Word Processing
   b. Data Processing

VIII. Careers in Data Processing
   a. Entry-level
   b. Professional

Records Management

Purpose

The purpose of this course is to provide the students with the opportunity to learn and understand the principles of effective records management. With an increased emphasis on automated systems, the student must become familiar with the methods of controlling records when a computerized system is used.

Storage and retrieval of records in a systematic manner need to be understood by any person who works in any phase of an information processing system.

Recommended hours of instruction

The course should be designed as a one-semester course (18 weeks) with approximately 80-90 class periods of instruction.

Standards

The student should gain the following minimum knowledges and skills from the records management course:

1. To be able to define what a record is and what are the basic principles of managing that record in a management system.
2. To understand the basic rules for alphabetic storage of records.
3. To understand alternate methods of record storage: Geographic, numeric, and subject.
4. To understand manual, mechanical, and electronic storage and retrieval of records.
5. To understand how a records system is organized, controlled, and managed.

Course content

I. Introduction to Records Management
   a. Records Defined
   b. Records Management Defined
   c. Storage of Records

II. Basic Storage Procedures
   a. Alphabetic Method
   b. Cross-Referencing
   c. Manual Retrieval of Records

III. Non-Alphabetic Storage Methods
   a. Subject Method
   b. Geographic Method
   c. Numeric

IV. Special Storage Facilities
   a. Microrecords
   b. Card Files
   c. Visible Records
   d. Special-purpose Records

V. Electronic Records Management
   a. Types of Systems
   b. Storage of Records
   c. Retrieval of Records

VI. Records Management Programs
   a. Organization
   b. Operation
   c. Control and Security

Selected List of Publications for the Areas of Office Administration/Records Management/ Data Processing/Word Processing Systems

Administrative Management, 51 Madison Avenue, New York, NY 10010. Monthly publication, subscription $16 per year. (U.S. and Canada)

AOS Automated Office Systems, 419 Boylston Street, Suite 312, Boston, MA 02116. Monthly Publication, subscription $95.

Byte, (Small Systems Journal), 70 Main Street, Peterborough, NH 03458. Published monthly, subscription, $19 U.S., $21 Canada.

**Computer Decisions*, Hayden Publishing Data Center, 50 Essex Street, Rochelle Park, NJ 07662. Published monthly, free to qualified subscribers, otherwise $26 per year. (U.S. and Canada)

Computer World, 375 Cochituate Road, Box 880, Framingham, MA 01701. Published weekly, $36 U.S., $65 Canada.

Concepts, Wang Laboratories, Inc., One Industrial Avenue, Lowell, MA 01851. Published quarterly. Free to Wang WP/DP equipment users, otherwise $16 annual non-membership subscription.

Creative Computing, P.O. Box 789-M, Morristown, NJ 07960. Published monthly, $20 per year subscription fee.

Data Communications, McGraw-Hill, 1221 Avenue of the Americas, New York, NY 10020. Published monthly. Subscription $18 U.S., $20 Canada.

**Data Processor*, International Business Machines Corp., 1133 Westchester Avenue, White Plains, NY 10604. Monthly publication, free.

Datamation, Technical Publishing, 1301 S. Grove Avenue, Barrington, IL 60010. Publication monthly (except two issues in December), free to individuals who are employed by companies involved with automatic information handling equipment, otherwise subscription $36 U.S.; $45 Canada.

**Information and Records Management*, 250 Fulton Ave., Hempstead NY 11550. Published 13 times a year, free to qualified subscribers, otherwise $10 U.S., $22 Canada.

**Information Systems News*, CMP Publications, 333 East Shore Road, Manhassett, NY 11030. Published bi-weekly, free to qualified management and professional personnel, otherwise $17.50 annual subscription fee. (U.S. and Canada)

**Infosystems*, Hitchcock Publishing Co., Hitchcock Building, Wheaton, IL 60187. Published monthly — ask for a free subscription, otherwise subscription rate is $40 per year. (U.S. and Canada)

Infoworld, Popular Computing, Inc., 530 Lytton Avenue, Palo Alto, CA 94301. Published bi-weekly, $18 a year. (U.S. and Canada)

**Interface*, Published by International Computing Corp., 9000 Keystone Crossing, Indianapolis, IN 46240. Published quarterly, free to qualified persons, otherwise $10.

Journal of Systems Management, 24587 Bagley Rd., Cleveland, OH 44183. Published monthly, subscription $17 U.S., $20 Canada, and $8.75 members.

Management World, AMS Building, 2360 Maryland Road, Willow Grove, PA 19090. Published monthly. $18 per year to non-members of AMS. (U.S. and Canada)

Microcomputing, Published by Wayne Green, Inc., 80 Pine Street, Peterborough, NH 03458. Published monthly, $25 a year.

**Microfilm Techniques*, 250 Fulton Avenue, Hempstead, NY 11550, bimonthly, free.

**Mini-Micro Systems*, Cahners Publishing Co., 221 Columbus Avenue, Boston, MA 02116. Published monthly, free to qualified subscribers, otherwise $30 subscription fee.

MIS Week, Fairchild Publications, 7 E. 12th Street, New York, NY 10003. Published weekly. Free to qualified individuals, otherwise $35 U.S., $50 Canada.

**Modern Office Procedures*, P.O. Box 95759, Cleveland, OH 44101. Published monthly (except two issues in May). Ask for a free subscription, otherwise subscription is $24 U.S., $40 Canada.

The Office, Office Publications, Inc., 1200 Summer St., Stamford, CT 06904. Monthly publication, subscription $25 U.S., $45 Canada.

Office Equipment and Methods, Maclean-Hunter Limited, 481 University Avenue, Toronto, Ontario M5W 1A7. Published monthly, subscription $17 U.S., $15 Canada.

OPA (The Office Product Analyst), Published by MSRA, Inc., Dept. A., Room 200, 115 Broadway, New York, NY 10006. Monthly newsletter, $140.

Output, Technical Publishing, 1301 S. Grove Avenue, Barrington, IL 60010. Published monthly, $18. (U.S. and Canada)

Printout, Business Computer Publications, Inc., 1411 St. Germain Street, St. Cloud, MN 56301. Published bi-monthly, free to qualified individuals, otherwise $9 per year.

The Secretary, published by the Professional Secretaries International, 2440 Pershing Road, Suite G10 Crown Center, Kansas City, MO 64108. Published nine times a year, $12 subscription.

The Seybold Report on Word Processing, Seybold Publications, Inc., Box 644, Media, PA 19063. Published monthly, $96 U.S., $108 Canada.

**Software Age*, 2211 Fordem Avenue, Madison, WI 53701. Monthly publication, free.

Telecommunications, 610 Washington Street, Dedham, MA 02026. Published monthly, except semi-monthly in September, free to qualified individuals, otherwise $36 per year.

Today's Office, 645 Stewart Avenue, Garden City, NY 11530. Published monthly. Free to qualified officials; otherwise subscription is $30 U.S. and $35 Canada.

Training World, Woodbury Communications, Inc., 80 North Broadway, Hicksville, NY 10801. Bimonthly publication (except in September when an extra issue is published), subscription $15 per year.

Typeworld, Blum Publications, 15 Oakridge Circle, Wilmington, MA 01887. Published monthly, $20 subscription fee. (U.S. and Canada)

Viewpoint, IBM Corporation, General Systems Division, P.O. Box 2068, Atlanta, GA 30055. Published bimonthly.

The Word, Word Processing Society, Inc., P.O. Box 92553, Milwaukee, WI 53202. Published monthly. Subscription $15 per year to non-members of Word Processing Society.

Word Processing & Information Systems, Geyer-McAllister Publications, Inc., 51 Madison Avenue, New York, NY 10010. Published monthly, subscription $16 per year. (U.S. and Canada)

**Word Processing News*, (A Research Newsletter), 872 Via Tournasol, Aptos, CA 95003. Published six times a year by Paula Cecil, author of several WP texts, free.

Words, International Word/Information Processing Association, 1015 North York Road, Willow Grove, PA 19090. Published bimonthly. Subscription $15 per year to non-members of IW/IP. (U.S. and Canada)

* FREE

Partial List of Word Processing Books/Manuals

Textbooks on WP Concepts/Applications

Bergerud, Marly and Jean Gonzalez. *Word Processing Concepts and Careers*, 2nd Edition. John Wiley and Sons, Inc. Publishers, 605 Third Avenue, New York, NY 10016, 1981.

Bergerud, Marly and Jean Gonzalez. *Word/Information Processing Concepts, Careers, Technology and Application*. John Wiley and Sons, Inc. Publishers, 605 Third Avenue, New York NY 10016, 1981. ($13.95)

Casady, Mona. *Word Processing Concepts*. South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227, 1979. ($6.08)

Cecil, Paula B. *Word Processing in the Modern Office*. 2nd Edition. Cummings Publishing Company, 2727 Sand Hill Road, Menlo Park, CA 94025, 1980. ($10.9[illegible]

Cecil, Paul B. *Management of Word Processing Operations*. Cummings Publishing Company, 2727 Sand Hill Road, Menlo Park, CA 94025, 1979. ($16.95)

Ellis, Bettie Hampton. *Word Processing Concepts*, Gregg Division, McGraw-Hill Book Company, New York, NY 10020, 1980. ($9.32)

Johnson, Margaret and Zane Quible. *Introduction to Word Processing*. Winthrop Publishers, Inc., 17 Dumster Street, Cambridge, Mass. 02138, 1980.

Kleinschrod, Walter and Leonard Kruk and Hilda Turner. *Word Processing: Operations, Applications, and Administration*. Bobbs-Merrill Educational Publishing, 4300 West 62nd Street, Indianapolis, Indiana 46206, 1980. ($19.95)

Mason, Jennie. *Introduction to Word Processing*. Bobbs-Merrill Educational Publishing, 4300 West 62nd Street, Indianapolis, Indiana 46206, 1979.

Rosen, Arnold and Rosemary Fielden. *Word Processing*, 2nd Edition. Prentice-Hall, Englewood Cliffs, New Jersey 07632, 1982.

Waterhouse, Shirley. *Word Processing Fundamentals*. Harper & Row Publishing Co., 10 E. 53rd Street, New York, NY 10022, 1979. ($10.95)

Will, Mimi and Donette Dake. *Concepts in Word Processing: The Challenge of Change*. Allyn and Bacon, Inc. Publishers, 470 Atlantic Avenue, Boston, Massachusetts 02210, 1982.

Machine Dictation/Transcription for WP

Ennis, Edith, Marilyn Price, Sheila Vedder, *The Transcription Specialist*. Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, NY 10017, 1981.

Kupsh, Joyce, Donna Anderson, Lois Meyer and Ruth Moyer. *Machine Transcription and Dictation*. John Wiley and Sons, Inc., 605 Third Avenue, New York, NY 10016, 1978.

LaBarre, James and William Mitchell and Kaye Mach. *College Typewriting: A Mastery Approach, Advanced* Revised Printing. SRA, Palo Alto, California 94304, 1982.

Melrose, John, Lorraine Missling, William Mitchell and Ron Schlattman. *Machne Transcription Practice — Education and Insurance*. Western Tape, 2761 Marine Way, Mountain View, California 94042.

Meyer, Lois and Ruth Moyer. *Machine Transcription in Modern Business*. John Wiley and Sons, Inc., 605 Third Avenue, New York, NY 10016, 1978.

Mitchell, William and Patricia Ganser. *Modern Office Dictation*. Western Tape, 2761 Marine Way, Mountain View, California, 94042.

Pasework, William. *Machine Transcription Word Processing*. South-Western Publishing Company, Cincinnati, Ohio, 1979.

Uris, Auren, *Dictation Book*, IWP, 1015 North York Road, Willow Grove, PA 19090.

References/Inservice Manuals

Datapro Reports on Word Processing. Datapro Research Corporation, 1805 Underwood Blvd., Delran, New Jersey 08075, 2 Volumes, updated monthly, $515.

Electronic Office, Management and Technology, Auerbach Publishers, Inc., Pennsauken, New Jersey, 08109, 2 Volumes, $399.

Division II
Section C

Marketing Education

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Cedar Falls, Iowa

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Waverly-Shell Rock High School
Waverly, Iowa

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Ellsworth Community College
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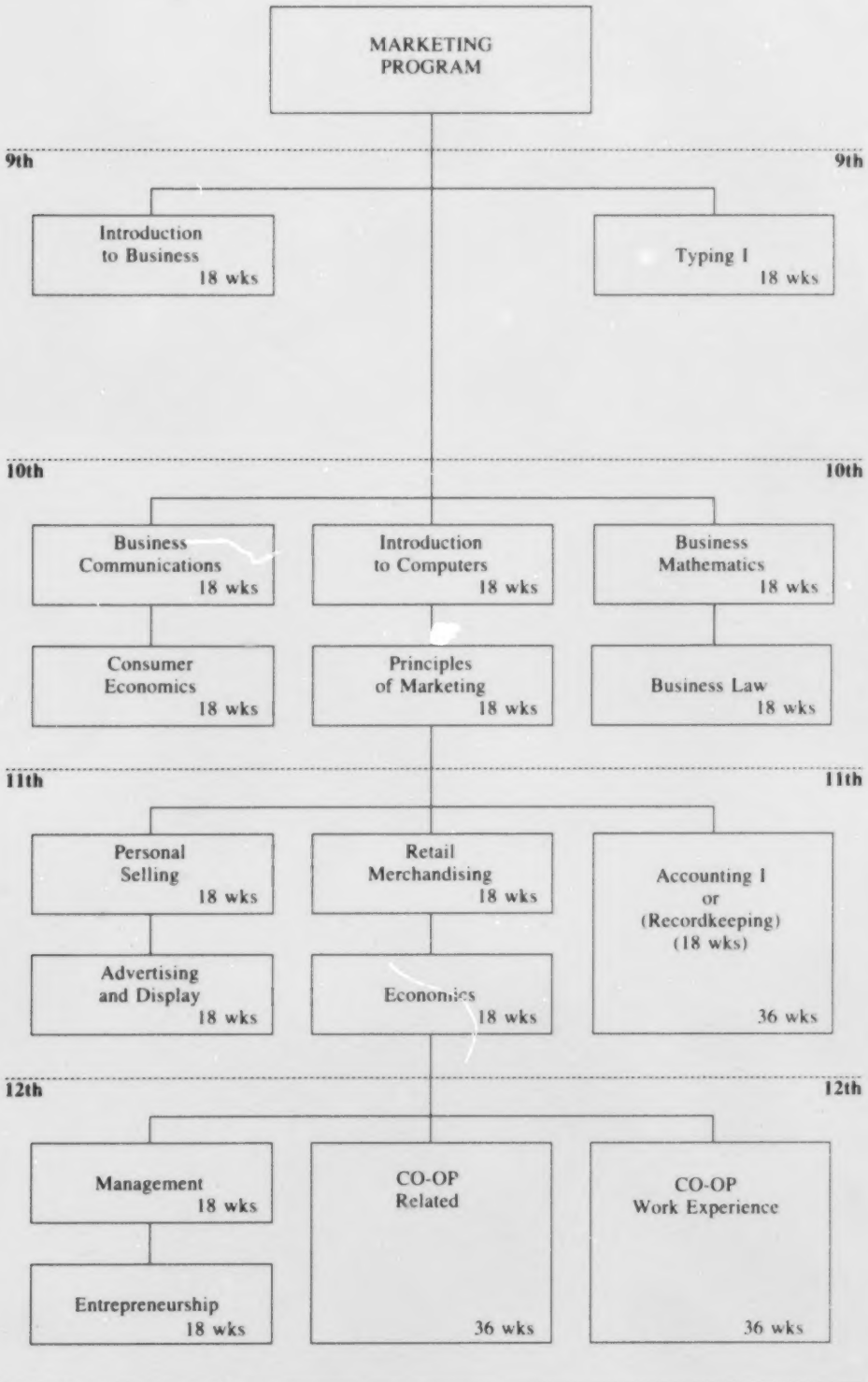
MARKETING PROGRAM
9th
9th
Introduction to Business 18 wks
Typing I 18 wks
10th
10th
Business Communications 18 wks
Introduction to Computers 18 wks
Business Mathematics 18 wks
Consumer Economics 18 wks
Principles of Marketing 18 wks
Business Law 18 wks
11th
11th
Personal Selling 18 wks
Retail Merchandising 18 wks
Accounting I or (Recordkeeping) (18 wks) 36 wks
Advertising and Display 18 wks
Economics 18 wks
12th
12th
Management 18 wks
CO-OP Related 36 wks
CO-OP Work Experience 36 wks
Entrepreneurship 18 wks

Marketing Education

One of the major functions of business is marketing. Whether a firm is engaged in production, wholesaling, or retailing; whether a product or service is involved; whether the business is profit-making or non-profit; all must include a marketing component. Because marketing is such an important part of business activity, business education curricula should include a marketing component.

Traditionally, marketing instruction has been offered in schools through the Marketing and Distributive Education (MDE) program. Therefore, marketing instruction has been viewed as a vocational program available to those students enrolled in the MDE program. For those school districts offering Marketing and Distributive Education (approximately 50 in Iowa), some marketing courses have been offered to other business education students on an elective basis.

Marketing education should be organized in three ways within the business education curriculum:

1. Incorporated within basic business courses,
2. A specific marketing course or courses available to all students in business education, and
3. A Marketing and Distributive Education program for vocational preparation.

With the exception of only the very smallest schools, every secondary level curriculum should include at least two of the three options listed.

Incorporation. Many of the basic business courses provide excellent opportunities for incorporating information about marketing. Marketing units should be included in Introduction to Business, Economics, and Consumer Economics. Marketing information and examples can be used in courses such as Personal Finance, Business Law, Accounting, and Business Communications.

Marketing Courses. A Principles of Marketing course is an excellent elective for business education students. Other marketing courses that could be provided in larger business education programs are Personal Selling, Advertising and Display, Management, and Entrepreneurship.

Marketing and Distributive Education Program. MDE is a vocational program that prepares students for careers in marketing. It is typically a two-year (junior/senior) program that combines in-class instruction, on-the-job training, or simulated work experiences, and student organization activities (DECA).

MDE program structure

Marketing and Distributive Education programs combine vocational education and education for business to meet three broad objectives:

1. To inform the student of the various career areas involved in marketing and distribution.
2. To prepare the student for further training in the marketing field.
3. To prepare the students to obtain employment in marketing.

A comprehensive curriculum is provided to develop competence within five areas:

- Basic skills — written and oral communications, listening skills and mathematics.
- Social skills — personal development, job seeking and work adjustment, human relations, and leadership skills.
- Economic understanding — economic systems and principles.
- Technical skills — knowledges and skills related to specific products and services of companies.
- Marketing understanding — the major marketing functions: buying, selling, transportation, storage, finance, grading, research, communication.

There is no standard organizational structure for MDE programs. The program should be designed to fit the needs of prospective students, the school, and the business community. The curriculum should be broad enough to provide preparation for a number of marketing careers and should include both group and individualized instruction. Courses commonly included in the MDE program are: Principles of Marketing, Retail Merchandising, Advertising, Personal Selling, and Management.

Example of a two-year MDE Program

Junior year
1st Semester: Principles of Marketing
2nd Semester: Retail Merchandising
Both Semesters: DECA

Senior year
1st Semester: Personal Selling
2nd Semester: Advertising and Display
Both Semesters: MDE Related
On-the-job training/simulated experience
DECA

Example of a one-year MDE Program

1st Semester: Principles of Marketing
2nd Semester: DE-Related
Both Semesters: On-the-job training or simulated occupational experience
DECA

A comprehensive description of the Marketing and Distributive Education Program is provided in a publication of the United States Department of Education. *Distributive Education Programs* includes information about marketing career areas, levels of employment, and the MDE curriculum at the secondary, post secondary, and adult levels. Persons considering the development of an MDE program should be familiar with that publication and should consult with MDE program specialists at the Iowa Department of Public Instruction and the University of Northern Iowa.

Occupational experiences

An important principle of vocational education is that students should have opportunities to apply what they have learned in realistic situations. Traditionally, Marketing and Distributive Education has used the cooperative education method. Students are employed in part-time marketing jobs during their senior year. The MDE teacher-coordinator works closely with the business owner/manager and the student to insure that the student benefits from the part-time job. (Cooperative education is described in detail in Division II, Section F of this handbook.)

Another method used to help students apply their knowledge of marketing is the use of a laboratory. A small business is established in the school or in the business community and is operated by the students under the guidance of the MDE teacher. The business may actually sell products (school supplies, candy, gifts, clothing, etc.), or it may be a simulated business where products are not sold.

Laboratories are very useful in schools where cooperative programs are not realistic (small communities, schools with scheduling difficulties) or for sophomore and junior students in multi-year programs. Several useful publications are available to help MDE teachers develop a school laboratory.

A third method of vocational application is the use of projects. Students working in small groups or individually may complete activities that develop their marketing skills. Examples of projects may include sales activities, role playing, case problems, manuals, market research studies, and many others. The advantage of projects is that they can be used in any school, require relatively low budgets, and can be developed to fit the needs, interests, and experience levels of every student. Several publishing companies have developed manuals, simulations, and other instructional materials that are useful in MDE programs and marketing classes.

Student organization

The vocational student organization affiliated with Marketing and Distributive Education is DECA (Distributive Education Clubs of America). DECA is an important component of the MDE program and provides a unique method for the career development and social skill improvement of students enrolled in the program. (Additional information on student organizations is contained in Division III, Section F of this handbook.)

For additional information on DECA, contact:

DECA
Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-4707

or

DECA, Inc.
1908 Association Drive
Reston, Virginia 22091

Principles of Marketing

Content description

The purpose of this content area is to introduce men and women to the field of marketing. Marketing is considered the academic discipline of marketing and distributive education and is, therefore, viewed as the instructional foundation for marketing and distributive education programs. This course should provide a strong background understanding of the marketing process. It is recommended that the marketing course be offered with open enrollment for all students. This course is designed for a semester offering for junior or senior students.

Instructional guidelines — marketing

Alternative curricular structures for utilization might include:

A. Offer one marketing class utilizing the content of the course structure as provided in this section.
B. Select from identified content areas and incorporate into Marketing and Distributive Education related class offering or basic business courses. Selection of content would be based upon community, school, student, and program needs.

Course objectives

1. To introduce the field of marketing as a desirable and challenging field.
2. To emphasize the social and economic importance of marketing.
3. To provide an understanding of the marketing process.
4. To increase awareness of the importance of business professionalism in marketing careers.
5. To improve written and oral communications skills.
6. To provide a basis to help students make sound marketing decisions.
7. To develop basic skills in marketing.

Course content

I. Marketing's Role in Society
  A. Marketing defined
    1. Job classifications in marketing
    2. Economic utility provided through marketing
  B. Marketing functions
    1. Buying
    2. Selling
    3. Transportation
    4. Storage
    5. Finance
    6. Grading
    7. Research
    8. Communications

II. Economic Environment of Marketing
  A. Economic problems
    1. Resource allocation
    2. Circular income flow
  B. Economic systems
    1. Economic systems of the world
    2. Free enterprise economic systems

III. The Consumer in the Marketplace
  A. Population
    1. Size
    2. Characteristics
    3. Income
    4. Spending patterns
  B. Consumer behavior
  C. Defining the target market

IV. The Marketing Mix
  A. Product
    1. Services
    2. Product classification
    3. Product life cycle
    4. Product positioning
  B. Price
    1. Break even/marginal analysis
    2. Discounts and allowances
    3. Government regulation
    4. Economic influences
    5. Methods of price-setting
  C. Place
    1. Channels of distribution
    2. Wholesaling
    3. Retailing
    4. Transportation and storage
  D. Promotion
    1. Personal selling
    2. Advertising
    3. Sales promotion and display

V. Planning and Implementing Marketing Programs
  A. Marketing opportunity analysis
  B. Marketing strategies
  C. Marketing research
  D. Control and evaluation

VI. Marketing Careers
  A. Sources of marketing careers
    1. Manufacturing businesses
    2. Service businesses
    3. Retailing/wholesaling businesses
    4. Marketing management
    5. Entrepreneurship
  B. Applying for a position
    1. Pre-interview functions
      a. Resume
      b. Letter of application
    2. Attending the interview
      a. Do's and don'ts of interviewing
    3. Follow-up

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Mason, Roth, and Ross. *Marketing Practices and Principles*. McGraw-Hill Book Company, 1980.

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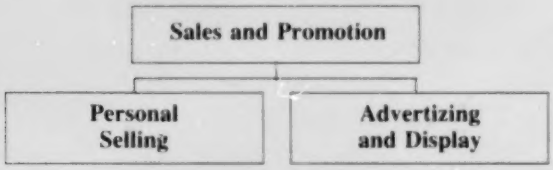

Content Description

The purpose of this content area is to prepare men and women for entry into the field of advertising, selling, and sales promotion. The importance of this field in the American Economy has been given renewed attention with businesses relying very heavily upon their sales related efforts. The elements of sales and promotion have been identified as:

1. Advertising
2. Media-Channels of Communication
3. Pesonal Selling
4. Publicity
5. Public Relations
6. Visual Merchandising (Display)
7. Sales Promotion

This curriculum area is designed as two one-semester courses at the junior or senior level.

Instructional guidelines — sales and promotion

It is recognized that the elements of sales and promotion are closely related and could be used in any one of several alternative curricular sequence options.

A. Offer two courses: (1) Personal Selling, and (2) Advertising and Display, utilizing the content outline as provided in this section. These classes would have open enrollment for all students to participate.
B. Offer one sales and promotion class utilizing the combined content of the two-course structure as provided in this section. This class would have open enrollment for all students to participate.
C. Select from identified content areas and incorporate into the Marketing class offering. Selection of content would be based upon community, school, student, and program needs.

Personal Selling

Course objectives

1. To introduce the field of selling as a desirable and challenging profession.
2. To emphasize the social and economic importance of the selling professions.
3. To provide training in basic selling techniques.
4. To show the rewards of selling.
5. To introduce to the student the legal and ethical responsibilities of the salesperson.

Course content

I. Overview
  A. Importance of selling to our economic system
    1. Free enterprise and sales
    2. Influence of selling in the economy
    3. Creative selling
  B. Career opportunities and rewards of selling
    1. Employment opportunities in sales
    2. Promotional opportunities
    3. Financial rewards of selling
    4. Nonfinancial rewards
  C. Industrial, wholesale, and retail sales
    1. Functions of the purchasing agent
    2. Differences between industrial, wholesale, and retail selling
    3. Duties and responsibilities of various sales positions
  D. Law and ethics of selling
    1. Unfair trade practices
    2. Antitrust laws
    3. Relationships with customers, competitors, and company
  E. Obtaining a sales career
    1. Personality inventory
    2. Career options and sources
    3. Resume and letters of application
    4. Interview preparation
    5. Follow-up
  F. Company losses - shrinkage - return - allowances
    1. Controlling shoplifting
    2. Controlling returns and allowances
  G. Building customer relations
    1. Importance of follow-up
    2. Handling customer problems

II. Personal selling
  A. Sales personality
    1. Role of the salesperson
    2. Personality traits needed by salespeople
    3. Positive sales image — attitude
    4. Time management
    5. Communication — oral/written
    6. Listening techniques
  B. Sales preparation
    1. Buyer behavior and customer differences
      a. types of buyers
      b. consumer characteristics
    2. Produce knowledge and related company services
      a. sources of product knowledge
      b. needs/benefit analysis
    3. Analyze your competition
    4. Prospecting
      a. characteristics of a good prospect
      b. how and where to obtain prospects
      c. retail prospecting
      d. techniques of making appointments
    5. Sales forms and receipt management
  C. Sales presentation
    1. Buying process
    2. Pre-approach
    3. Approach
    4. Determining the needs and wants of the customer
    5. Feature-benefit sales presentation
    6. Handling customer objections
    7. Closing the sale
    8. Suggestion selling
    9. Reassurance — follow-up after sale

III. Sales support
  A. Merchandising display and demonstration
    1. Display techniques
    2. Techniques for merchandise demonstration
  B. Developing a promotion program
    1. Personal selling and advertising
    2. Sales promotion
  C. Identification and use of sales aids
    1. Preparation
    2. Controlling the demonstration with sales aids
    3. Use of sound principles and techniques

Advertising and Display

Course Objectives

1. To introduce the field of advertising and display as a desirable and challenging profession.
2. To emphasize the social and economic importance of promotion.
3. To provide training in basic promotion techniques.
4. To discover the role of advertising in marketing.
5. To show the importance of advertising strategy.
6. To demonstrate ad creation.
7. To emphasize the importance of media selection.
8. To demonstrate the value of marketing research and advertising.
9. To emphasize the importance of advertising evaluation and effectiveness.

Course content

I. Overview
   A. Promotion industry overview
      1. Advertising and the free enterprise economy
      2. Scope of advertising industry
      3. History of advertising
   B. Careers in advertising and display
   C. Role of promotion in America
      1. Selling and promotion
      2. The consumer and promotion
      3. The marketing process and promotion importance
   D. Legal responsibilities and ethics
      1. Law and advertising
      2. Self-regulation

II. Planning
   A. Consumer research
   B. Identification of prospects
   C. Product analysis
   D. Market analysis
      1. Market segmentation
      2. Application of marketing research
   E. Setting goals and objectives and resource identification
      1. Setting sales and profit goals
      2. Monitoring sales and profit goals

III. Implementation Objectives
   A. Promotion budgets
      1. Based on last year's sales
      2. Based on next year's sales
      3. Objective and task
      4. Selling seasons
   B. Media selection
      1. Broadcast
      2. Print
      3. Frequency vs. continuity
   C. Creation of advertisements
      1. Copy structure
      2. Layouts
      3. Print selection
   D. Coordination of advertising and visual merchandising
      1. Interior and window display
      2. Sales promotion
   E. Publicity and public relations
      1. Creation of goodwill
      2. Company image
   F. Visual merchandising techniques
   G. Sales promotion activities
      1. Games and contests
      2. Specialty advertising items

IV. Control and Evaluation
   A. Control systems
   B. Measuring effectiveness
      1. Inquiry and coupon tests
      2. Inventory counts
      3. Broadcast media tests

References

Sales

Bodle, Y. G. and Corey, J. A. *Retail Selling* (2nd ed.). Gregg Division, McGraw-Hill Company, 1977.

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Samson, H. E. *Advertising: Planning and Techniques*. South-Western Publishing Company, 1978.

Samson, H. E. and Little, M. Display: *Planning and Techniques*. South-Western Publishing Company, 1978.

Smith, G. R. *Display and Promotion* (2nd ed.). Gregg Division, McGraw-Hill Book Company, 1978.

Retail Merchandising

Content description

Retail Merchandising is designed for juniors and seniors in high school. It is recommended that Retail Merchandising be preceded by a Principles of Marketing course.

One semester will be needed to complete this course. Student reports, panels, speakers, lectures, and a number of methods could be used to present the subject matter.

The purpose of this course is to prepare students for the field of Retail Merchandising activities directly related to the sale of goods or services to the ultimate consumer.

Instructional guidelines — retail merchandising

Alternative curricular structures for utilization might include:

A. Offer one Retail Merchandising class utilizing the content of the course structure as provided in this section.
B. Select from identified content areas and incorporate into Marketing and Distributive Education related class offering. Selection of content would be based upon community, school, student, and program needs.

Course objectives

1. Understand the function of retailing
2. Have an understanding of career opportunities in retailing
3. Be able to identify influences upon retailing
4. Be able to predict trends in retailing
5. Be able to explain receiving and checking methods
6. Understand the importance of inventory control
7. Understand the importance of fashion in merchandising
8. Understand the importance of merchandise planning
9. Be able to explain pricing policies
10. Be able to return merchandise and make purchases allowances

Course content

I. Overview
- A. The retailing function
- B. Career opportunities in retailing
- C. Economic market and consumer influences on retailing
- D. Future in retailing
- E. Retailer — supplier exchange channels

II. Stock Room Operations
- A. Receiving and checking
  - 1. Locations
  - 2. Functions
    - a. dates received
    - b. counter
    - c. signed
  - 3. Methods
    - a. quality check
    - b. quantity check
    - c. spot
- B. Marking
  - 1. Methods
    - a. preretailing
    - b. premarking
    - c. pricing in the store
  - 2. Basic information on tickets
    - a. codes
    - b. upc
    - c. uvm
  - 3. Kinds of price tickets
    - a. pin
    - b. gummed
    - c. string
    - d. button
    - e. punched ticket
- C. Shrinkage Control
  - 1. Causes
    - a. mistakes
      - 1. recording error
      - 2. manual error
      - 3. damage
      - 4. embezzlement
    - b. theft

III. Sales Floor Operations
- A. Inventory, turnover and control
  - 1. Stock turn
  - 2. Analyzing stock turn
    - a. ratio of average inventory to sales
      - 1. why increase S.T.
      - 2. why decrease S.T.
      - 3. effect on profit
    - b. stock turn vs. selling space
  - 3. Control
    - a. perpetual inventory
      - 1. sales check
      - 2. price tickets
    - b. physical inventory
      - 1. counting recorder
      - 2. visual control
- B. Housekeeping responsibilities
  - 1. Stocking
    - a. floor
    - b. stockroom
  - 2. Inventory
  - 3. Displays
  - 4. Cleaning
  - 5. Straightening

IV. Merchandise Planning
- A. Fashion
  - 1. What is fashion
  - 2. Why is fashion important
  - 3. How fashions change
    - a. fashion
    - b. effect of
      - 1. income
      - 2. age
      - 3. attitudes
- B. Buying for resale
  - 1. Competition
  - 2. Customer reaction
  - 3. Supply and demand
  - 4. Laws
  - 5. Pricing
- C. Planned stock
  - 1. Planned purchases
  - 2. Stock sales ratio
  - 3. Inventory replenishment
  - 4. Storages
- D. Open to buy
  - 1. Defined
  - 2. Determined
  - 3. Usefulness
  - 4. Benefits
- E. Pricing
  - 1. Policies
    - a. store
    - b. brand
    - c. pricing
  - 2. Mark up — retail — cost
    - a. defined
    - b. determined
  - 3. Mark down — retail — cost
    - a. defined
    - b. determined
- F. Purchasing
  - 1. Assessing needs and wants
    - a. want slips
    - b. customer contact
    - c. market contacts
      - 1. central market
      - 2. trade shows
      - 3. international markets
      - 4. buying office
        - a) resident buying office
        - b) independent buying office
        - c) store owned buying office
      - 5. wholesalers
      - 6. sales representatives
    - d. competition
  - 2. Assessing resources
    - a. delivery
    - b. discounts
    - c. dating
    - d. inventory investments
    - e. credit

V. Merchandising
- A. Sales transaction and promotion
  - 1. Promotional aids
    - a. co-op advertising
    - b. display material
    - c. demonstrators
  - 2. Preticketing
  - 3. Merchandise deals
- B. Records management
  - 1. Company names
  - 2. Quantity order

3. Date order
4. Cost
5. Credit
6. Discounts if any
7. Delivery date

C. Merchandise preparations
   1. Package
      a. multiple package
      b. single package
   2. Wrapping
      a. gift
      b. bagged
   3. Delivery
      a. store operated
      b. consolidated services
      c. U.S. Postal Service
      d. United Parcel Service

D. Returns and allowances
   1. Ethical vs. unethical
   2. Damaged
   3. Wrong merchandise
   4. Substitution
   5. Higher priced merchandise

E. Security — internal
   1. Theft of merchandise
   2. Theft of cash
   3. Theft of time
   4. Loss prevention
      a. watch employee
         1. financial problems
         2. spending
         3. cash register records
      b. follow a routine
      c. build positive employee/employer relationships
      d. take action in every case

F. Employee policies
   1. Selection of merchandising policies
      a. merchandise
      b. pricing
      c. promotion
      d. services
      e. credit
      f. collection
   2. Implementation of policies
      a. establish long-range goals
      b. determine objectives
      c. determine methods to reach goals
      d. review goals
      e. issue the policies

G. Customer services
   1. Shopping service
   2. Delivery
   3. Store hours
   4. Community
   5. Credit
   6. Collection policies

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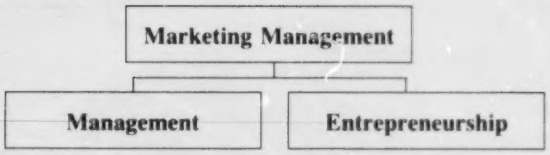

Content description

The purpose of this content area is to introduce students to the concepts of Marketing Management. Effective management is vital to the success of individual business and the economy as a whole. It is believed that these concepts can be segmented into two content areas: Fundamentals of Management and Entrepreneurship. Fundamentals of Management will provide an introduction to the concepts and managerial functions of planning, organizing, directing and control. Entrepreneurship will examine the nature of small business, getting into business, start-up problems with small business, the management of operations, the marketing of goods and services, control of overall operations and the relationship of small business and the government. It is believed that these courses are appropriate for advanced high school students. It is essential that students enrolling in these courses have one or more prerequisite business courses.

Instructional guidelines — marketing management

It is recognized that there is a certain degree of commonality between courses in Fundamentals of Management and Entrepreneurship, thus providing alternate curricular options:

1. Offer two courses: (1) Fundamentals of Management and (2) Small Business Management, utilizing the content outline as provided in this section.
2. Offer one Business Management course combining elements of Fundamentals of Management and Small Business Management.
3. Select from identified content areas and incorporate into the Marketing and Distributive Education related class offering. Selection of content would be based upon community, school, student, and program needs.

Management

Course objectives

1. To help students understand the nature of management.
2. To provide students with a logical, widely adopted framework for examining management.
3. To help students recognize the different approaches to management, understanding their strengths and weaknesses.
4. To make students aware of the complexities of management.
5. To help students recognize the importance of the organizing, directing, and controlling functions.

Course content

I. Overview
   A. Definition of management
   B. Development of management concepts
      1. Production, administration and human relations emphasis
      2. Modern approaches to the study of management
   C. The objectives and ethics of management

II. Planning
   A. The nature of planning
      1. Types of plans
      2. Evaluating plans
   B. Planning for functional areas
   C. Management information systems
      1. Functions of an information system
      2. Electronic data processing
   D. Decision making
      1. Quantitative aspects of decision making
      2. Behavioral aspects of decision making
   E. Standards of performance
   F. Quantitative planning methods

III. Organizing
- A. Organizational theory
  - 1. The work-centered approach
  - 2. The people-centered approach
- B. Organizational structure
  - 1. Spans of management
  - 2. Committees
  - 3. Departmentalization
- C. Organizational relationships
  - 1. Line and staff
  - 2. Authority
- D. Organizational processes
  - 1. Decentralization of authority
  - 2. Delegation of authority
- E. Organizational change
- F. Organizational behavior

IV. Directing
- A. Leadership patterns
  - 1. Theories of leadership
  - 2. Components of leadership
- B. Communication
  - 1. Formal and interpersonal communications
  - 2. Improving communication
- C. Motivating employees
  - 1. Motivation in business
  - 2. Job satisfaction and productivity
- D. The role of the supervisor
  - 1. The training and improving of supevisors
  - 2. Responsibilities of the supervisor
- E. Employee selection procedures
  - 1. Importance
  - 2. Methodology
  - 3. Legal

V. Control
- A. The basis of control
  - 1. The control process
  - 3. Characteristics of good control
- B. Non-budgetary control
  - 1. Audit programs
  - 2. Break-even analysis
- C. Budgetary control
  - 1. The nature of budgets

(NOTE: Students should be made aware of the management opportunities that exist for women, minorities and the handicapped and the related sociological barriers associated with obtaining management positions by protected classes.)

Entrepreneurship

Course objectives

1. To provide a background in small business management
2. To examine the start-up problems facing small business
3. To focus on the management of small business operations
4. To examine the marketing of goods and services
5. To examine the nature of controlling operations
6. To examine the relationship of small business and government

Course content

I. Overview
- A. The nature of small business
  - 1. Small business defined
  - 2. The advantages of small business
  - 3. The disadvantages of small business
- B. Failure and success
  - 1. Business failure: an examination of the record
  - 2. Why do small businesses fail
- C. Business feasibility studies
- D. The Small Business Administration

II. Business ownership
- A. Buying an on-going small business
  - 1. The advantages
  - 2. The disadvantages
  - 3. The determination of price
- B. Cooperative arrangements: franchise and investments
  - 1. How a franchise works
  - 2. The advantages and disadvantages of franchising
  - 3. The growth of small business franchising
- C. Legal form of business organization
  - 1. Proprietorship — advantages and disadvantages
  - 2. Partnership — advantages and disadvantages
  - 3. Corporation — advantages and disadvantages

III. Marketing Management
- A. Understanding the market
  - 1. Understanding the current market
  - 2. Marketing research
- B. Marketing strategies and forecasting
- C. Product planning
- D. Sales and promotion
- E. Distribution channels
- F. Pricing strategies
- G. Purchasing and inventory control

IV. Operations Management
- A. Planning and organizing
  - 1. The principles and process of planning
  - 2. Principles of organizing
  - 3. Job definitions and delegation of authority
- B. Staffing and directing operations
  - 1. Recruiting, screening, selection and training of personnel
  - 2. Communication and leadership
- C. Performance
  - 1. Management by objectives
  - 2. Evaluating and improving employee performance
- D. Risk management
- E. Legal and government restrictions
  - 1. The legal contract
  - 2. Government regulation of small business

V. Financial Management
- A. Capital and financing
  - 1. Where to get the money
  - 2. How much money is enough
- B. Financial statements and recordkeeping
  - 1. Types of financial statements
  - 2. Keeping the books
- C. Credit and collections
  - 1. Types of credit
  - 2. Regulation of credit
- D. Taxes, records, and reports

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Marketing and Distributive Education-Related Class

Content description

The Marketing and Distributive Education Related Class is a senior one-year course offering for those students in the cooperative on-the-job program. An emphasis is often placed on individualized learning with the teacher-coordinator serving as a manager of the learning system. The coordinator's role is that of overseeing the entire learning process, planning activities, guiding student involvement, and evaluating the program.

The content of this course will vary depending upon other MDE offerings. If no pre- and co-requisite offerings are provided, this course should consist of basic marketing content and core occupational competencies needed for job success. When pre- and co-requisite offerings are provided, this course can be very specific and relate more directly to each student's job experience.

Course objectives

1. To review and expand upon marketing content.
2. To provide in-class instruction to support each student's cooperative work experience.

Course content

I. Orientation to Marketing and Distributive Education
- A. Program purpose
- B. Marketing careers
- C. Classroom instruction
  1. Organization
  2. Rules and procedures
- D. On-the-job training
  1. Rules and procedures
  2. Forms
  3. Evaluation

II. Orientation to DECA
- A. Purpose
- B. Organization
- C. Meetings and activities
- D. State and national activities

III. Work Adjustment
- A. Employer expectations
- B. Coworker relationships
- C. Work attitudes
- D. Basic job skills
- E. Improving your skills
- F. Labor unions

IV. Understanding Yourself
- A. Self-concept
- B. Relationships with others
- C. Personality
- D. Self-development

V. Human Relations
- A. Personal needs and relationships
- B. Effects of differences
- C. Understanding others
- D. Improving human relations

VI. Communications
- A. Types of communications
- B. Communications at work
- C. Written communications
- D. Oral communications
- E. Telephone skills
- F. Listening

VII. Basic Math Skills
- A. Math skills needed in business
- B. Calculators, computers, and other equipment
- C. Principles of accounting and finance

VIII. Health and Safety
- A. Job safety
- B. Personal care and health
- C. Handling accidents
- D. Government regulations

IX. Career Planning
- A. Methods of job advancement
- B. Educational opportunities
- C. Sources of career information and assistance
- D. Making career plans

Other possible units for the related class:
- Economics and free enterprise
- Job application
- Job problems
- Credit and banking
- Taxes, social security, and insurance
- Small business operations
- Business management
- Product and service information
- Specific marketing content
- Individual job information

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Appendix A*

The following guidelines are provided to help determine required competencies for marketing education and employment. The questions and answers are intended to serve as a general guide for developing program objectives. Each question might be answered in relation to employees, employers, customers, company goals, specialized procedures, the nature of business, etc. Addressing each question will help identify curriculum content for course offerings. In developing your program, determine the level of instruction to be offered (threshold, career sustaining, specialization, or entrepreneurial), address the appropriate questions as provided below, and develop course content to reflect the identified needs.

I. Competency in Marketing Skills
   A. Selling — communicating facts, influencing buying decisions, and providing required services.
      1. Level I — What responsibilities are required in selling?
         a. handling customers
         b. showing products
         c. offering services
         d. making sales
         e. building goodwill
      2. Level II — What is required of the sales advisor?
         a. building a clientele
         b. handling objections
         c. getting the buying decision
         d. controlling costs
         e. reflecting policies
         f. meeting quotas
      3. Levels III and IV — What is required of the sales manager or business owner?
         a. setting selling goals
         b. training salespeople
         c. reaching mutually profitable decisions
         d. managing sales staff
         e. conducting market surveys
   B. Sales promotion — advertising, display, special events, and public relations.
      1. Level I Occupations — What is required to participate in sales promotion activities?
         a. maintaining selling aids — signs, mannequins, fixtures
         b. creating point of sale materials and simple display props
         c. checking quantities of advertised merchandise
         d. arranging advertised merchandise on counters, tables, or shelves
         e. keeping informed on sales promotion activities
      2. Level II Occupations — What is required to coordinate sales promotion activities with personal selling?
         a. knowing location of advertised merchandise
         b. checking selling points of advertised or display merchandise
         c. informing customers of special events
         d. replacing or rearranging interior displays as merchandise is sold from them
         e. anticipating trade and seasonal emphases
      3. Levels III and IV Occupations — What is required to plan and evaluate sales promotion activities?
         a. selecting suitable merchandise for advertising display
         b. checking advertising proofs
         c. analyzing results of certain advertisements
         d. planning for special events and public relations activities
         e. maintaining a check on competitors' promotions
   C. Merchandising — planning, obtaining, and controlling manufactured goods or raw materials for resale or processing.
      1. Level I Occupations — What is required to support the buying process?
         a. careful handling of merchandise to reduce markdowns
         b. keeping buyer informed on low quantity points of staple stock
         c. participating in merchandise count for physical inventory
         d. following control procedure
      2. Level II Occupations — What is required to implement buying activities?
         a. maintaining customer "want" lists and keeping buyer informed
         b. keeping record of merchandise sold by classification — use of ticket stubs or special form
         c. assisting in preparing for inventory
         d. handling special orders for customers
      3. Levels III and IV Occupations — What is required to make buying decisions?
         a. knowing "open-to-buy"
         b. preparing merchandise plan by seasons
         c. preparing and maintaining a model stock plan
         d. knowing sources of information on economic indicators to forecast expected sales
         e. maintaining sales records for years past
         f. knowing available resources and characteristics of individual manufacturing firms
         g. keeping up to date on trends through trade reading and buying office aids
   D. Operations — handling products; security; customer services; purchasing supplies; and using equipment, supplies, and services.
      1. Level I Occupations — What is required to identify and use sales-supporting activities?
         a. avoiding waste of supplies — wrapping materials, pencils, forms
         b. adhering to safety measures and policies
         c. using or operating special equipment — conveyor belt, price ticket machine
         d. receiving, checking, and marking merchandise
         e. wrapping merchandise to return to vendor and to give to customer; wrapping gifts
         f. assisting in delivery procedures
         g. carrying merchandise for customers to central points or to automobiles
      2. Level II Occupations — What is required to be discerning in the use of sales-supporting activities?
         a. knowing appropriate times to suggest special services to customers
         b. being familiar with procedures for layaway, "will call," gift wrapping, delivery, lost and found, adjustments
         c. following company policy regarding shoplifting prevention
         d. conserving supplies — sales books, pencils, special forms
         e. adhering to safety policies and helping co-workers to do so
         f. maintaining stock classifications

*From *Distributive Education Program: A Program Information Publication*, U.S. Department of Education, 1978.

3. Levels III and IV Occupations — What is required to improve operational procedures?
   a. knowing available cost reduction techniques
   b. analyzing efficiency of existing customer services
   c. determining need for increase or decrease in services offered
   d. training employees in shoplifting prevention policies, safety measures, and use of supplies and equipment
   e. supervising employees engaged in sales-supporting activities
   f. keeping informed on merchandising trends

E. Marketing Research — helping to determine the climate for selling goods and services and for practical research techniques.
   1. Level I Occupations — What is required to recognize where improvements can be made?
      a. looking for easier ways to increase speed and efficiency of operation
      b. maintaining simple records of pertinent factors, such as amount of supplies used over a given period, number of items sold of a certain style or classification, or times of heaviest customer traffic
      c. keeping supervisor informed of possible improvement areas noted from observation or simple recordkeeping
   2. Level II Occupations — What is required to identify and study problems?
      a. analyzing customer objectives to determine significant trends
      b. analyzing adjustments to determine merchandise needing to be returned to manufacturer, nature of complaints, and underlying causes
      c. observing peak shopping periods and relationship to floor coverage by salespeople at these times
      d. maintaining sales records to determine best item sellers, probable markdown items, and lost sales as result of not having particular merchandise on hand
      e. keeping up to date on trends in product line and relating trends to merchandise purchased for own store or department
   3. Levels III and IV Occupations — What is required to interpret and apply research findings?
      a. organizing basic statistical information into appropriate categories for analysis
      b. conducting meetings to determine from employees possible areas for improvement and suggested ways of handling
      c. knowing effective methods of presentation of research findings to management
      d. conducting experimental procedures to remedy problem situations

F. Marketing Management — policies, organization, personnel, and financing
   1. Level I Occupations — What is required to respond to management decisions?
      a. adhering to company policies
      b. following established channels of communications and authority
      c. understanding importance of one's own occupational duties
      d. facilitating the speed of moving merchandise to selling floor
      e. reacting constructively to change
   2. Level II Occupations — What is required to implement management decisions?
      a. interpreting policies to new coworkers
      b. performing and understanding one's own occupation relative to the responsibilities of other personnel
      c. participating in special meetings and programs initiated by management
      d. stimulating esprit de corps
      e. maintaining unit or dollar quotas
      f. understanding legislation affecting employee performance
   3. Levels III and IV Occupations — What is required to occupy a liaison position with management or to own a business?
      a. conducting initial and follow-up training concerning company policies and procedures
      b. analyzing the efficiency and effectiveness of relationships among functions, personnel, and physical factors in the organization plan
      c. establishing policies and/or interpreting management's policies, decisions, and plans to employees and bringing employee problems, attitudes, or suggestions to the attention of management
      d. performing or assisting management in performing the financing function — preparing reports necessary for profit and loss statements, facilitating customer credit procedures

II. Competency in Product or Service Technology — product knowledge, service knowledge, and special techniques
   A. Level I Occupations — What is required in the manipulative skills of the technology?
      1. Using correct procedures to handle product carefully
      2. Stocking product on counters, tables, racks, or shelves
      3. Using correct wrapping and packing procedures for product
      4. Following established stock system for product — size, color, style, classification arrangements
      5. Using equipment, catalog, rate guides
   B. Level II Occupations — What is required in the substantive knowledge of the technology?
      1. Understanding facts about manufacturing process, characteristics, advantages and disadvantages, care and cautions in use of the product
      2. Interpreting product in terms which appeal to customers
      3. Knowing what facets of knowledge of the product to use with different customers
      4. Adapting to individual customers' needs for information and value
      5. Identifying strengths of the product in relation to all job duties
   C. Levels III and IV Occupations — What is required to analyze the efficiency of the technology?
      1. Analyzing merchandise returned as unsatisfactory by customers to determine reasons for poor performance
      2. Knowing how to coordinate product with related items, especially for "big ticket" merchandise or service (interior decorating knowledge for home furnishing products; landscaping knowledge for nursery products)
      3. Comparing product with competitors' products (comparison shopping as one activity)
      4. Analyzing product in relation to recent trends (fashion or style, innovations, novelty appeal)
      5. Training employees in product knowledge

III. Competency in Social Skills — personal attributes, ethical conduct, human relations, supervision, and leadership
   A. Level I Occupations — What is required in business social skills?
      1. Dressing appropriately for the job and being well-groomed
      2. Maintaining good health for effective job performance

3. Developing the personality traits necessary for success in the job, especially honesty, dependability, and loyalty
4. Using correct procedures in applying for a job
5. Representing the business positively to customers and friends

B. Level II Occupations — What is required in human relations and ethical conduct?
1. Adapting to the personality and needs of customers
2. Avoiding misrepresentation of people, products, and policies
3. Understanding the needs and motivations of coworkers and self
4. Working cooperatively with supervisors and management
5. Maintaining an objective point of view in problem situations

C. Levels III and IV Occupations — What is required in supervision and leadership?
1. Establishing or interpreting management's policies and employees' problems
2. Building morale
3. Training and follow-up of employees
4. Interviewing and handling corrections and grievances
5. Working cooperatively with supervisors, management, and employees

IV. Competency in Basic Skills — mathematics and communications

A. Level I Occupations — What is required in using the basic skills accurately?
1. Understanding basic arithmetical processes
2. Making change and using the cash register
3. Writing and speaking clearly
4. Knowing correct telephone usage
5. Listening and following directions

B. Level II Occupations — What is required to facilitate using basic skills
1. Using mathematics proficiently on the job — in preparing sales tickets and recording sales, computing employee discounts, shipping charges, alteration expenses, lay-away tickets
2. Understanding key principles in mathematics of distribution, such as markup and profit
3. Communicating effectively with customers, coworkers and supervisors
4. Using the telephone correctly
5. Using the terminology of distribution and developing a vocabulary descriptive of the product or service

C. Levels III and IV Occupations — What is required to interpret records and reports?
1. Understanding the mathematical factors involved in retail method of inventory
2. Understanding procedures in preparing purchase
3. Knowing policies and procedures of the particular firm concerning pricing, shipping arrangements, markdowns, allowable expenses, accounts payable, and compensation
4. Selecting pertinent factors from a statistical or written report
5. Synthesizing several reports into a composite report, statement, or presentation for management

V. Competency in the Economic Concepts of Private Enterprise — channels of distribution, job opportunities in distribution and marketing in a private enterprise system

A. Level I Occupations — What is required to identify distributive activities and opportunities?
1. Knowing the meaning of distribution
2. Understanding the kinds of activities involved in distribution
3. Understanding how distributive activities affect the individual in a free economy
4 Being aware of employment opportunities in marketing and distribution, and how these jobs are classified, and qualifications needed for employment in each classification
5. Applying the concepts of consumer decision making, competition, profits, and risk to marketing

B. Level II Occupations — What is required to relate distributive functions to each other and to the economy?
1. Understanding the relationship of marketing to production and consumption
2. Understanding the meaning of gross national product and its relationship to marketing
3. Knowing the channels of distribution and being able to determine appropriate channels for different products and services
4. Understanding marketing functions and their interrelationships
5. Applying the concepts of consumer decision making, competition, profits, and risk to marketing

C. Levels III and IV Occupations — What is required to reconcile privileges with responsibilities in a free economy?
1. Understanding the role of a citizen in a free economy, including privileges.

Division II
Section D
Accounting

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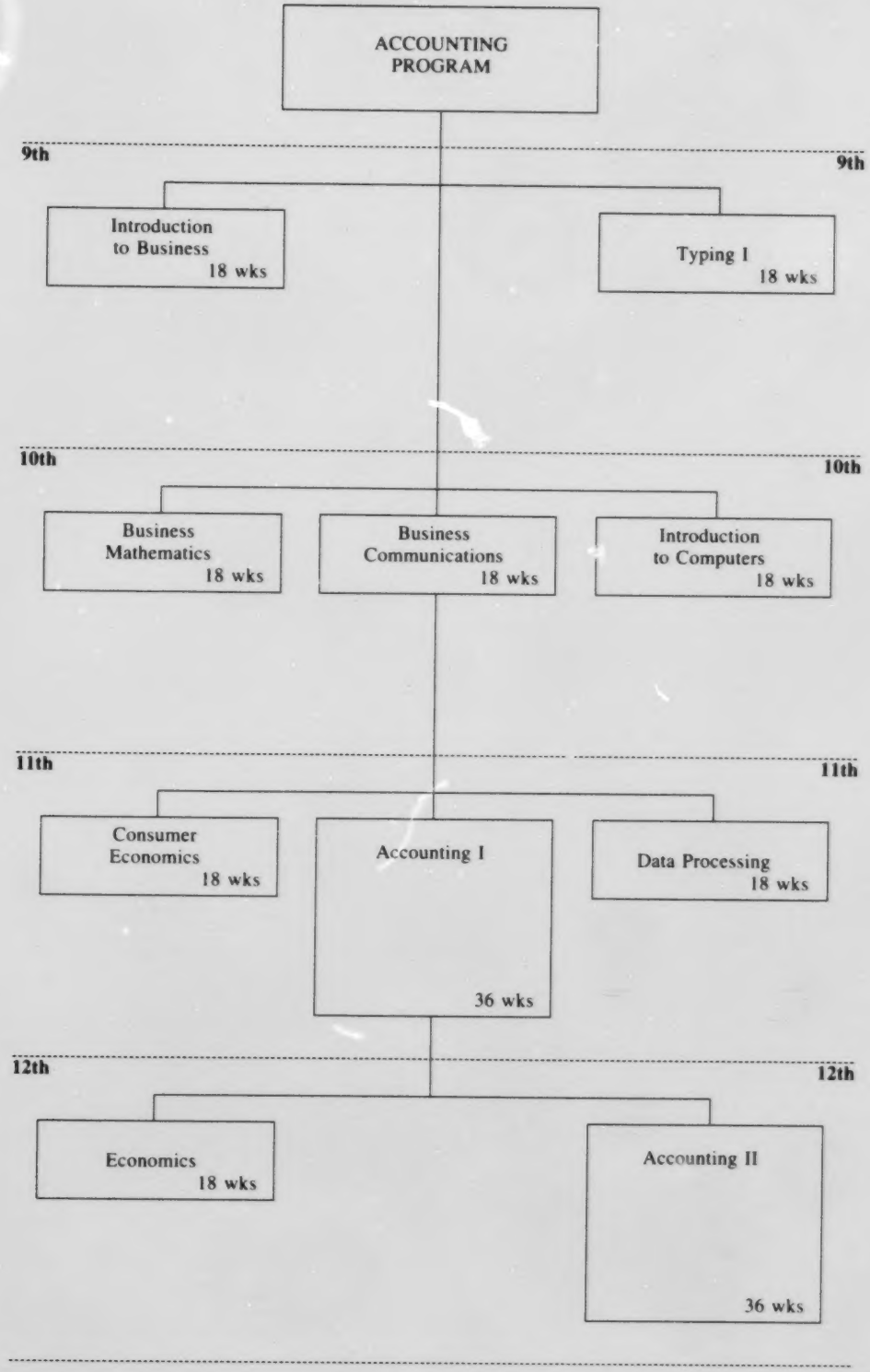
ACCOUNTING PROGRAM
9th
9th
Introduction to Business 18 wks
Typing I 18 wks
10th
10th
Business Mathematics 18 wks
Business Communications 18 wks
Introduction to Computers 18 wks
11th
11th
Consumer Economics 18 wks
Accounting I 36 wks
Data Processing 18 wks
12th
12th
Economics 18 wks
Accounting II 36 wks

Accounting

Accounting is the language of business. All businesspersons should have a knowledge of the accounting process in order to function properly in the business world. The purpose of an accounting program at the high school level is to provide a good foundation for those students desiring to enter the business world at an entry-level accounting position. A well-designed high school accounting program will provide the student with the basic accounting principles needed to understand the typical business problems encountered in an accounting system. In addition, the accounting program should provide for ample opportunity to practice the basic accounting skills.

The accounting program should also provide the student with a broad background of business-related courses, especially in the computer and data processing areas. A majority of the businesses in the United States are classified as small businesses, and they continue to use a variety of rather traditional bookkeeping and accounting systems. However, most of the medium- and large-size businesses are now using computer systems to handle their accounting functions. Students entering the accounting profession today should become familiar with the computer and the automated accounting systems which are in use throughout the business world.

Even though the majority of the accounting principles remain unchanged from year to year, a well-designed accounting program would include the following courses:

Introduction to Business
Typing I or Keyboarding
Business Mathematics
Business Communications
Introduction to Computers
Consumer Economics
Accounting I
Accounting II
Data Processing
Economics

All students need to know and understand what is required to operate a business and to understand how the various components of the business relate to each other.

With the increased use of computers, a person employed as an accounting clerk may be required to input data from a computer terminal; therefore, all accounting students should be required to take a beginning type course or a keyboarding course.

Computer literacy is becoming an essential part of everyone's environment. An accounting student should understand how a computer works and how the computer can be used in a business setting; therefore, the accounting curriculum should have as one of its primary objectives that of computer literacy.

The impact of economic conditions can cause a business to experience financial difficulties; therefore, the accounting curriculum should provide the student with a basic understanding of both economic principles and practical consumer economics.

Career opportunities

The demand for bookkeeping and accounting personnel continues to be good. Labor statistics indicate that the white-collar labor force will continue to grow and become the majority of the work force in the United States. Although the high school accounting student will be albe to find good entry-level accounting or bookkeeping positions, the real demand is in the professional accountancy area. For those students who desire to become a professional accountant, they should plan to continue their education so that they will qualify for the exceptionally good positions in professional accounting. All indications point to excellent opportunities in professional accounting careers.

Recordkeeping

Purpose

Recordkeeping is a course designed to train students to keep accurate records.

Generally, recordkeeping is designed to:

1. Equip students with basic computational and clerical skills needed by such occupations as cashier, sales clerk, stock clerk, payroll clerk, general office worker, posting clerk, and other entry-level clerical positions.
2. Provide students with an understanding of business procedures, forms, and concepts.
3. Provide skills and knowledges students can use in everyday personal business activities
4. Help students develop proper work habits and attitudes.
5. Increase the students' communicative skills of reading, speaking, spelling, and vocabulary.
6. Provide students with the proper foundation for advanced educational opportunities.
7. Aid the students in becoming intelligent consumers by providing the students with skills and knowledges for everyday personal business activities.

Recommended hours of instruction and evaluation

Recordkeeping may be either a semester or full-year course.

Successful completion of recordkeeping can be measured by students exhibiting competency in a variety of ways throughout the different units of study. Recordkeeping lends itself to daily drill problems very well. In addition, the examination program can include frequent quizzes and several full period tests during each grading period. Every effort should be made to maintain high standards with respect to good form, neatness, and legibility.

Suggested areas of study

The general areas of study in recordkeeping include: 1) Personal Recordkeeping, 2) General Cash Recordkeeping Procedures, 3) Business Recordkeeping, and 4) Introduction to the Elements of Accounting. Specific areas of instruction for each general unit can include the following areas:

I. Personal Recordkeeping
   A. Objective for personal recordkeeping
      1. To learn basic skills for maintaining a personal bank account
   B. Content
      1. Recordkeeping basic skills
         a. comparing names, numbers, and addresses
         b. arranging numbers and dates
         c. improving handwriting
         d. filing business papers
      2. Recordkeeping for banking
         a. writing checks
         b. recording receipts
         c. using a check register
         d. endorsing checks
         e. reconciling bank statements
         f. handling bank service charges
         g. maintaining a checking account

II. General Cash Recordkeeping Procedures
   A. Objectives for recordkeeping procedures
      1. To learn how to handle cash receipts
      2. To learn how to handle petty cash
   B. Content
      1. Recordkeeping for cashiers
         a. preparing and recording receipts
         b. proving cash in cash registers
         c. preparing proofs of cash

d. preparing cashier's daily reports
e. making bank deposits
f. preparing tally sheets and deposit slips

2. Recordkeeping for petty cash
a. writing petty cash vouchers
b. classifying business expenses
c. recording petty cash vouchers
d. maintaining the petty cash fund

III. Business Recordkeeping
A. Objectives for business recordkeeping
1. To learn the procedures for handling sales
2. To learn the procedures for handling purchases
3. To learn the procedures for handling payroll

B. Content
1. Recordkeeping for retail sales clerks
a. completing the sales slips
b. computing sales tax
c. keeping records for charge customers
d. handling sales returns
e. preparing statements of account
f. using a three-column customer account

2. Recordkeeping for stock clerks
a. keeping stock record cards
b. preparing purchase requisitions
c. keeping a record of incoming goods

3. Recordkeeping for a purchasing department
a. preparing price quotation cards
b. preparing purchase orders
c. checking purchase orders
d. keeping records of purchases on account
e. using a three-column creditor account
f. using a purchases journal and accounts payable ledger
g. using a cash payments journal
h. using a purchases return and allowances journal

4. Recordkeeping for a wholesale department
a. preparing sales invoices
b. keeping records of customers' accounts
c. recording sales returns and allowances
d. using a sales journal
e. using a cash receipts journal
f. using a sales return and allowances journal
g. preparing statements of account

5. Recordkeeping for a payroll department
a. handling time cards
b. computing wages
c. using a payroll book
d. using a wage computation book
e. computing overtime
f. recording wages
g. computing social security taxes
h. determining withholding taxes
i. handling other deductions
j. preparing the payroll
k. preparing a currency breakup and memorandum
l. maintaining a record of employee's earnings
m. preparing a wage and tax statement

IV. Introduction to the Elements of Accounting
A. Objective for accounting principles
1. To prepare a financial statement

B. Content
1. Preparing an income statement
2. Using a cash receipts journal
3. Using a cash payments journal
4. Using a cash receipts journal and a general ledger
5. Using a cash payments journal and a general ledger

Accounting I

Purpose

Financial recordkeeping is an essential element for business to function efficiently. Accounting exists because it is imperative to show details of business transactions, measure profitability, and provide a basis for managerial decision making. Even though accounting is often referred to as the language of business, almost all people use a knowledge of accounting in personal financial activities. The high school accounting course is important to students because it provides background for a variety of career objectives. Many students look forward to careers in related business fields for which a mastery of some accounting knowledge and skill is needed. Some students seek beginning vocational preparation for careers in accounting. Other students want a foundation on which to continue the study of accounting at the college level. The high school accounting course recognizes the potential educational and career benefits for these students.

Typically Iowa high schools operate on a semester system and offer a comprehensive one-year course, with classes meeting once each day. Because conditions and standards vary from school to school in terms of class period length, student ability, and school district philosophy, the Accounting I program must be flexible. Textbooks and other accounting materials in print today allow teachers the flexibility needed to adapt for unique conditions of individual schools.

Objectives

1. The student will be able to state and explain the fundamental accounting equation.
2. The student will be able to describe for a cash-basis organization each step of the accounting cycle through the completion of the financial statements.
3. The student will be able to record business transactions in the general journal and special journals and post to the general ledger, accounts receivable and accounts payable subsidiary ledgers.
4. The student will be able to find and correct errors in the general journal and ledgers.
5. The student will be able to write checks and reconcile bank statements.
6. The student will be able to handle the merchandise inventory account in a retail business.
7. The student will be able to prepare payroll and record the required entries.
8. The student will be able to prepare simple income tax reports.
9. The student will be able to complete a practice set using the complete accounting cycle for a cash-basis sole proprietorship.

Course content

Understanding the accounting cycle is the basis of a first-year accounting course. It is important that first-year students begin with the simple accounting cycle and proceed to the complex systems. Since all businesses use the same basic principles of accounting, it is realistic for first-year students to study the accounting cycle for a sole proprietorship, partnership, and corporation. Suggested content is based on the balance sheet approach.

I. Service Business
A. Starting an accounting system using the balance sheet to explain assets, liabilities and net worth
B. Relating the balance sheet to the opening entry in the general journal, to opening the ledger accounts, and posting to ledger accounts.
C. Recognizing changes caused by business transactions
1. Effect on the accounting equation
2. How revenue and expense relate to capital
D. Journalizing and posting transactions from the cash journal
E. Preparing a six-column worksheet
F. Completing the accounting cycle
1. Preparing financial statements

a. balance sheet
b. income statement
c. capital statement
2. Closing the ledger
a. adjusting entries
b. closing entries
3. Post-closing trial balance

II. Merchandising Business
A. Using a combination journal
1. Purchases of merchandise
2. Cash payments
3. Sales of merchandise
4. Cash receipts
B. Posting from a combination journal
1. Controlling accounts
2. Accounts payable ledger
3. Accounts receivable ledger
4. Proving the accuracy of posting
C. Preparing an eight-column worksheet with adjustments for merchandise inventory, prepaid insurance and supplies
D. Preparing financial statements
1. Balance sheet
2. Income statement
3. Capital statement
E. Adjusting and closing entries
F. Preparing a post-closing trial balance

III. Applying data processing systems to accounting
A. Data processing systems
B. Processing the chart of accounts, setting up forms, and preparing the opening entry
C. Processing transactions and end-of-fiscal-period reports

IV. Special Journals
A. Purchases journal
B. Cash payments journal
C. Sales journal
D. Cash receipts journal

V. Payroll
A. Completing the payroll register
1. Time cards
2. Withholding and deductions
3. Employees' earnings records
4. Checks
B. Recording journal entries
C. Reporting withholding and payroll taxes
D. Paying the liability for payroll taxes

VI. Uncollectible Accounts
A. Estimating bad debts expense
B. Writing off uncollectible accounts
C. Using the direct write-off method

VII. Plant Assets and Depreciation
A. Depreciation expense — straight-line method
B. Plant asset records
C. Valuation accounts
D. Adjustments for depreciation
E. Disposal of plant assets

VIII. Notes Receivable and Payable
A. Interest and maturity dates
B. Notes payable
C. Notes receivable

IX. Petty Cash System
A. Establishing petty cash
B. Paying from petty cash
C. Replenishing petty cash

X. Voucher System
A. Preparing vouchers and a voucher register
B. Maintaining a check register

XI. Inventory System
A. Controlling and determining the merchandise inventory
1. Periodic inventory
2. Perpetual inventory
B. Calculating the merchandise inventory
1. First-in, first-out method
2. Last-in, last-out method
C. Finding the value of merchandise inventory
1. Lower of cost or market method
2. Gross profit method

XII. Partnerships
A. Partnership agreement
B. Distribution of profit or loss

XIII. Corporations
A. Concept of corporate ownership
1. Stockholders
2. Board of directors
B. End-of-fiscal-period work for a corporation
1. Worksheet
2. Financial statements
a. income statement
b. statement of stockholders equity
c. balance sheet
3. Adjusting and closing entries
4. Income distribution

Accounting II

Introduction

Whether students are eventually employed by small business concerns or by large corporations, they will undoubtedly encounter accounting principles and concepts as the foundation of all business activity. The wish to become knowledgeable about this important subject for general education purposes is a valid reason for enrolling in Accounting I.

Accounting II, however, should focus on specific needs and interests of students. Accounting II is a vocationally oriented course designed for students who have a desire to become accounting clerks or accountants' assistants upon graduation from high school; to go to college and major in accounting or some other phase of business administration; to broaden and improve knowledge about business procedures and the use of accounting records; and/or to understand better the relationship between automated data processing and manual processing of accounting data. This course should include an introduction to the many careers in the accounting profession, cover partnership and corporation accounting, emphasize duties of specialized accounting clerks, show the relationship between an accounting department and an automated data processing center, and introduce the accounting student to the many tasks that will be completed by individuals moving up the accounting career ladder.

Accounting II is designed for two semesters of work. Before enrolling in Accounting II, the student should have successfully completed one year of Accounting I.

Objectives

The student will:

1. understand job classifications and terms related to career planning in accounting.
2. understand the duties and educational requirements of entry-level and advancement-level positions in accounting.
3. understand the relationship of assets, liabilities, and capital as an extension of the basic accounting equation.

4. understand the characteristics, advantages, and disadvantages of a partnership form of organization.
5. understand the basic accounting principles for departmental accounting including payroll and voucher system.
6. understand the basic concepts of electronic data processing.
7. record purchases, sales, cash payments, cash receipts, and general transactions for an electronic accounting system.
8. understand the requirements to form a corporation.
9. understand the accounting requirements for a corporation.
10. understand the concepts of departmentalized accounting.
11. understand the concepts of cost accounting as applied to the manufacturing process.
12. record entries necessary for the acquisition, depreciation, and disposal of plant assets at various times during a fiscal period.
13. prepare adjusting entries for prepaid expenses recorded initially as assets.
14. prepare adjusting entries for accrued expenses, accrued revenue, and accrued taxes.
15. understand why a business might use the cash basis method of recording accounting data.
16. understand the purpose of using budgets.
17. understand the concept of cash flow.
18. understand the types and characteristics of costs that influence business decisions.

Course content

I. Accounting Careers
   A. Areas of employment
   B. Career opportunities
   C. Accounting positions
   D. Entry-level jobs
   E. Minimum educational requirements

II. General Accounting
   A. Special journals
      1. Four-column general journal
      2. Sales journal
      3. Purchases journal
      4. Cash receipts journal
      5. Cash payments journal
   B. General ledger
   C. Subsidiary ledgers
      1. Accounts receivable ledger
      2. Accounts payable ledger
   D. End-of-fiscal-period work
      1. Eight-column worksheet
      2. Income statement
      3. Capital statement
      4. Balance sheet
      5. Post-closing trial balance

III. Partnership Accounting
   A. Formation
   B. Capital accounts
   C. Partner earnings
   D. End-of-fiscal-period work

IV. Specialized Journals and Systems
   A. Specialized journals
      1. Purchases
      2. Purchases returns and allowances
      3. Sales
      4. Sales returns and allowances
   B. Inventory control systems
      1. Periodic
      2. Perpetual
      3. Cost or market
   C. Payroll records
   D. Voucher systems

V. Electronic Accounting
   A. Electronic data processing systems
   B. Recording daily transactions
   C. Processing daily transactions
   D. End-of-fiscal-period work

VI. Corporation Accounting
   A. Formation
   B. Capital accounts
   C. Acquiring capital
      1. Capital stock
      2. Bonds
   D. Corporate financial statements
   E. End-of-fiscal-period work

VII. Cost Accounting
   A. Merchandising business
   B. Manufacturing business
   C. End-of-fiscal-period work

VIII. Special Types of Transactions
   A. Uncollectible accounts
   B. Depreciation and depletion
   C. Prepaid and accrued items

IX. Cash Basis Accounting
   A. Recording transactions
   B. Preparing financial statements

X. Accounting Controls
   A. Budgets
   B. Management decision making
   C. Financial statement analysis
   D. Changes in financial position

Division II
Section E

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Business Mathematics*

Purpose

The basic purposes of the course are to: (1) improve student ability in the use of basic arithmetic processes and skills essential for business activities; (2) improve student ability to make wise decisions related to his/her function as a consumer; and (3) develop speed and accuracy in solving fundamental mathematical operations — addition, subtraction, multiplication, and division.

Recommended hours of instruction

This should be a one-semester course (18 weeks).

Standards

Upon completion of a course in business mathematics, students should be able to:

1. Perform the basic functions: Addition, subtraction, multiplication, and division, rapidly and accurately using integers, decimals and fractions.
2. Convert fractions to decimals, decimals to fractions, and fractions to percents.
3. Perform the mathematical computations necessary to maintain a checking account and prepare a bank reconciliation statement.
4. Compute and interpret averages as used in practical consumer situations.
5. Compute discounts and/or rates of discounts.
6. Compute the amount of withholdings for income taxes, social security, and other purposes, from sample incomes and pertinent data.
7. Compute sales tax, cost of insurance, depreciation, and operating costs involved in automobile ownership.
8. Compute taxes, cost of insurance, depreciation, and operating costs involved in home ownership.
9. Compute and verify credit card charges and necessary payments for principal and interest.

Job-related competencies

1. Given 20 addition, subtraction, multiplication, and division problems using whole numbers, the student will manually compute the answers with 100 percent accuracy.
2. Given 20 problems using addition, subtraction, multiplication, and division of whole numbers, the student will compute all problems by machine using the touch method with 100 percent accuracy.
3. Given 10 mathematical problems involving computation with decimals, fractions, and percentages, the student will compute the answers either manually or by machine with 100 percent accuracy.
4. Given 10 mathematical problems involving computation of simple interest and dates of maturity, the student will compute the answers either manually or by machine with 100 percent accuracy.
5. Given 5 mathematical problems involving computation of discounts, the student will compute the answers either manually or by machine with 100 percent accuracy.
6. Given 10 business problems, the student will solve the problems either manually or by machine with 100 percent accuracy.

Course content

I. The Improvement of Basic Mathematical Skills
  A. The four fundamental processes
    1. Addition
    2. Subtraction
    3. Multiplication
    4. Division
  B. Fractions
    1. Kinds of fractions
    2. Adding fractions
    3. Subtracting fractions
    4. Multiplying fractions
    5. Dividing fractions
  C. Basic principles of percentage
    1. Meaning of percent
    2. Finding a percent of a number
    3. Finding what percent one number is of another
    4. Finding the percent of increase or decrease
    5. Finding a number when a percent of it is known

II. Mathematics Applied to Business Operations
  A. Wage income problems
    1. Computing wages
    2. Figuring commissions and bonuses
    3. Deductions from wages
  B. Banking and banking services
    1. Keeping checkbook records
    2. Preparing bank deposits
    3. Proving the checkbook balance
    4. Borrowing from the bank
    5. Discounting interest and non-interest bearing notes
  C. Interest
    1. Finding interest by formula
    2. Computing due date on notes
    3. Using simple- and compound-interest tables
  D. Trade and cash discounts
    1. Computing single and chain discounts
    2. Cash discounts
  E. Retail selling problems
    1. Establishing markup
    2. Figuring sale price
    3. Figuring markdown

III. Mathematics Applied to Consumer Problems
  A. Savings and investment problems
    1. Savings accounts
    2. Computing interest and using interest tables
    3. Investing in bonds
    4. Investing in stocks
  B. Credit, loan, and installment buying
  C. Taxes
    1. Property
    2. Sales and excise
    3. State and federal tax forms
  D. Insurance
    1. Buying life insurance
    2. Buying property insurance
    3. Buying automobile insurance
    4. Buying health insurance
    5. Buying salary protection insurance

*Adapted from *Wisconsin Curriculum Guide*, 1982.

Economics

Introduction

The basic objectives of economic education are to develop responsible citizenship and to develop effective decision-making skills. The economic issues and questions high school students will confront as adults will shape the kinds of knowledge and skills they required. High school graduates will be exposed continuously over their lifetime to a wide variety of economic questions. This will occur through their reading of newspapers and magazines, their exposure to radio and television, their involvement in political campaigns and civic issues, and their participation in economic life as employees, employers, consumers, union members, and the like. Their reactions will be reflected in how they vote, careers they pursue, and economic decisions they reach as consumers, savers, and investors. Thus the quality of this decision making is crucial to the effective operation of our social system and to the well-being of the individual.

The purpose of this course is to develop in high school graduates an ability to understand and make realistic judgments about major

economic questions facing society and themselves as members of that society. General concerns will include the role of prices in a market economy, the impact of government, and the unemployment/inflation dilemma. The needs for personal decision making such as employment possibilities, budgeting personal expenditures, and investing may well be included in other studies in the business education curriculum and other areas. The structure of this course must include a consideration of the previous experience of students with these basic economic concerns.

To achieve the purposes of economic education, individuals must become intelligent readers, watchers, and listeners of mass media and become critical observers of political candidates and issues. This requires the ability to identify the economic issues, to take a rational approach to these issues, to develop a broad framework for understanding the economic system, to know the basic economic concepts, and to use several elements of economic understanding.

Schools must raise the economic literacy of all students. However, only limited time is available in the curriculum to treat economic issues. This time limitation requires careful planning to correlate the teaching of economics in all courses. The length of a course entitled Economics will depend upon the economic concepts presented in other courses. The effectiveness of the economic education will be affected by the classroom environment and the interest, motivation, and maturity of the students.

Economic education is introduced in the elementary school and is continued through high school. However, to focus the attention of the student on the specific principles of economics, a course in economic theory should be offered during the senior year. Since all students receive some references to economic education, no specific prerequisite is needed for this offering.

Objectives

1. To develop a fundamental literacy about economics and problems of our times.
2. To develop the ability to make sound economic judgments through objectives, rational analysis in such concerns as prices, wages, credit, etc.
3. To develop an adequate understanding of how economics affects everyday life.
4. To develop the interest and ability to apply economic principles to specific problems, such as the effect of wage increases on inflation.
5. To develop an understanding of economic systems other than our own.

The extent to which these objectives can be reached depends on many factors. A full-year course would be desirable, though few curricula provide for this. Recognizing that every student needs this knowledge and ability, a one-semester course is recommended for all seniors. However, a second semester course could be offered.

Course outline

I. The Importance of Economics
   - A. What is Economics?
   - B. Why Economics is important

II. Basic Economic Problems
   - A. Economic wants
   - B. Productive resources
   - C. Scarcity and choices
   - D. Opportunity costs and trade-offs
   - E. Marginalism and equilibrium

III. Economic Systems
   - A. Nature and types of economic systems
     1. Capitalism
     2. Socialism
     3. Communism
   - B. Economic incentives
   - C. Specialization, comparative advantage, and the decisions of labor
   - D. Voluntary exchange
   - E. Interdependence
   - F. Government intervention and regulation

IV. The American Economy in Action
   - A. Role of production
   - B. Role of the market
   - C. Profits and competition
   - D. Income and the market system
   - E. Role of the consumer

V. The Organization of American Capitalism
   - A. Business organization
   - B. Role of labor
   - C. Money and banking systems
   - D. Government and the economy

VI. Challenges Facing Our Free Enterprise System
   - A. Challenges on the domestic scene
     1. Economic growth
     2. Economic stability
     3. Economic security
   - B. Challenges on the international scene
     1. International trade
     2. Trade policies
     3. Balance of payments
   - C. Other economic systems
   - D. Future of American capitalism

Techniques and resources

Textbooks and supplementary materials often provide study questions, problems, and tests; examine these in relation to course objectives. The wording and frequency of questioning tends to emphasize points the authors consider most important. Tests might be rearranged to support the order and importance of the stated course objectives.

The Joint Council of Economic Education provides a test of Economic Literacy which supports its recent studies. Such a test could be used as a pretest to introduce students to the course content and to determine areas of special need for study or used as a posttest.

Students should be encouraged to read local newspapers and to listen to news broadcasts. Assignments requiring reading news articles or listening to news broadcasts will help develop critical and informed individuals. Other assignments may lead to reading authoritative books in their library facilities. Exposing students to these types of assignments encourages further study, develops critical reading habits, and adds interest and variety to the course.

Use of audio-visual materials is encouraged; check the materials available through the area educational agency. Encourage the AEA to keep materials up to date.

Resources

America Enterprise Institute
1150 - 17th Street N.W.
Washington, D.C. 20036

Center for Education and Research in Free Enterprise
Texas A & M University
College Station, Texas 77843

Center for the Study of American Business
Washington University
St. Louis, Missouri 63130

Freedoms Foundation at Valley Forge
Valley Forge, Pennsylvania 19481

The Heritage Foundation
513 C Street N.E.
Washington, D.C. 20002

Joint Council of Economic Education
1212 Avenue of the Americas
New York, New York 10036

National Federation of Ind. Business
150 West 20th Avenue
San Mateo, California 94403

World Research, Inc.
11722 Serrento Valley Road
San Diego, California 92121

Career Education

It is the intent of this section to share with the readers the background and current activities of career education as well as some ideas that might assist them in planning and implementing the concept.

Background information

Iowa was an early leader in career education.

1. In the late 1960's the State Department of Public Instruction renamed the Division of Vocational Education to Division of Career Education.
2. The United States Office of Education in the early 1970's began to identify and expand the concept of career education.
3. A project in cooperation with the Department of Public Instruction and Iowa State University began to develop and pilot career education in nine Iowa school districts.
4. During the early 1970's, each state and local school district developed its own definitions with some having an emphasis in either guidance or vocational education.
5. During the early and middle 70's, career education was funded with federal exemplary vocational funds.
6. States also began to identify and appropriate their own funds for implementing career education (No separate funds for career education are available in Iowa.)
7. Federal legislation for career education was approved and funds appropriated in the latter part of the 70's.
8. In 1975 Iowa identified career education in the State Code of Iowa as follows:

> "The board of directors of each local public school district and the authorities in charge of each nonpublic school shall incorporate into the education program the total concept of career education to enable students to become familiar with the values of a work-oriented society. Curricular and co-curricular teacher-learning experiences from the pre-kindergarten level through grade twelve shall be provided for all students currently enrolled . . .
>
> Essential elements in career education shall include, but not be limited to:
>
> a. Awareness of self in relation to others and the needs of society.
>
> b. Exploration of employment opportunities and experience in personal decision-making.
>
> c. Experiences which will help students to integrate work values and work skills into their lives."

9. The Iowa State Plan for Career Education 1978-82 defines career education as the:

> "sequence of planned education activities designed to provide students experience in decision-making exploration of employment opportunities and the development of positive attitudes, values, knowledge, and skills pertaining to self and the society in which they live."

Career education and vocational education

Career Education in Iowa was developed and implemented as a joint effort between guidance and vocational education. Both the Code of Iowa and the definition indicate that career education should be infused in all subject areas at all grade levels.

Since their inception, vocational education programs have addressed several components of career education. The two main components are occupational skills and employability skills.

These two components may be further defined as follows:

> *Occupational skills* — This component is unique to vocational education and has long been the primary objective of vocational education. In this component students learn the skills required by the employer to be successful on the job. Through input from program advisory committees, task analysis surveys, and cooperative education training plans, instructors and students can identify and learn the appropriate occupational skills needed for successful employment. These skills can be developed through in-school programs, on-the-job programs (apprenticeship) or a combination of the two. Each vocational service area (i.e.; agriculture, distributive education, health, home economics, office education, and trade and industrial education) utilize one or more of these strategies for teaching students occupational skills.
>
> *Employability skills* — This component is currently a part of some, but not all, vocational programs. Employers and advisory committees have informed educators that most employees that are terminated from their jobs are terminated because of a lack of skill in this component rather than the occupational skill component.

Skills in this component include such areas as: self-assessment, finding a job, employment needs, applying for a job, success on the job, advancing on the job, as well as miscellaneous topics like money management, unions, corporate structures, and income tax preparation.

The strategies for teaching these topics could be through cooperative education, related instruction courses, and/or a related instructional unit in the vocational skills program. This strategy may vary among the vocational service areas.

Current career education activities

Community Partnerships — One of the most current thrusts in career education is the review and involvement of various community partners in the planning and implementation of career education.

Community partners have excellent materials and human resources to assist educators in helping students make career decisions. A partial list of these community partners is as follows:

1. American Legion/American Legion Auxiliary Collaboration
2. Junior Achievement
3. National School Volunteers Program
4. National Retired Teachers Association/American Association of Retired Persons
5. Boy Scouts of America
6. Women's American ORT (Organization for Rehabilitation Through Training)
7. Girl Scouts
8. 4-H
9. National Alliance of Business
10. Association of Junior Leagues
11. Chamber of Commerce
12. Rotary International
13. Organized Labor

The National Associations of these community partners have developed a position paper that is available through the Department of Public Instruction Career Education Division.

Monographs on Career Education — The Department of Education, Office of Career Education, through the leadership of Dr. Kenneth B. Hoyt, has conducted a variety of mini conferences involving a variety of educators, businesses, industries, labor, and community partners during the latter part of the 1970's. A monograph was developed as a result of the various mini conferences. Several of the monographs were reprinted and are available through the Career

Education Division of the Department of Public Instruction, while others are available through the U. S. Government printing office in Washington, D. C.

Some of these monographs are listed below.

Available from the U. S. Government Printing Office:

- Relationships Between Career Education and Vocational Education
- Implementation Issues in K-12 Career Education

Available from the DPI

- A Primer for Career Education
- Condition in Education Calling for Reform: An Analysis
- Career Education and the Quality of Working Life
- Career Education Implications for Counselors
- Career Education and Minorities
- Junior Achievement and Career Education
- Parents and Career Education: Descriptions of Current Practices
- National Federation of Business and Professional Women's Clubs and Career Education
- Rotary International and Career Education
- 4-H and Career Education

Iowa career education objectives and inventory

The original career education objectives, developed by the Iowa State University and Department of Public Instruction project, were recently revised in cooperation with the Education and Testing Service at 1 American Plaza, Evanston, Illinois 60201. Appendix A is a copy of the revised objectives illustrating objectives in the four career development phases and seven curriculum strands. A Career Education Inventory was developed and has been field tested, which measures the objectives in grades 3, 6, 9, and 12.

During the 1982-83 school year several schools have been approved to have their students develop Iowa norms for the Career Education Inventory.

Career Education and Business Education — Many of the activities identified in this section have direct implications and relationships to the business education curriculum. It is recommended that the business education teachers become actively involved in the career education activities in their school and/or school district. If there appears to be no emphasis on career education, perhaps the business education teacher(s) could be the catalyst to begin the planning necessary for implementing the concept in their school or district.

- Develop a career education advisory committee of people from business, industry and labor.
- Review current status, trends, material and programs in career education.
- Develop a master plan for implementing career education. (DPI, University and/or other school district consultants may assist.)
- Present the master plan to the school or district administration and the Board.
- Identify personnel and resources for implementing the plan.
- Identify career education as a building and/or district goal.
- In-service staff and/or develop district material.
- Evaluate the progress on implementing the master plan.

Summary

A unique feature of career education is that it is *not* in conflict with other educational programs, concepts or emphasis.

Career education activities can be used very successfully to help students understand the need for and application of basic academic skills. Vocational education curriculum and programs can be strengthened by the implementation of career education activities.

The emphasis on career education is still as relevant today as it was in the 1970's. Because of their community contacts and involvement, vocational educators and especially educators of business programs can and should play an important role in the planning and implementation of career education.

Career Education Goals for K-12 Career Development Phases

Self concept

Awareness

1. Recognizes personal interests.
2. Becomes aware of own developing mental and creative abilities.
3. Becomes aware of own physical characteristics.
4. Recognizes feelings toward self.

Accommodation

1. Recognizes the importance of the educational setting (home, school, community) to own personal growth.
2. Recognizes the relationship between school activities and tasks outside the school.
3. Becomes aware of the environment best suited to own learning.
4. Becomes aware of the wide variety of occupations.
5. Becomes aware of organization within the world of work.
6. Recognizes that people change occupations.

Exploration

1. Assesses own personal interests
2. Assesses developing mental and creative abilities in terms of evolving life goals.
3. Analyzes own physical abilities and potentials.
4. Relates to own emotional characteristics as a function of his/her total being.

Preparation

1. Refines personal interests (both awareness and judgement).
2. Correlates personal aspiration and life goals to own mental and creative abilities.
3. Conceptualizes the importance of own physical abilities and potentials.
4. Considers emotional characteristics as a function of own total being.

Self and society

Awareness

1. Recognizes societal institutions that influence personal attitudes and values.
   a. Becomes aware of the family as a basic social unit influencing the individual.
   b. Becomes aware of the school and community as influences on the individual.
2. Recognizes the contributions of various units to a functioning society.
3. Recognizes that technology and changes in technology influence daily life and values.

Accommodation

1. Exhibits understanding of the influence of diverse cultures in values.
   a. Recognizes that all cultures are to be respected.
   b. Recognizes that what is considered acceptable behavior in one culture may be considered antisocial in another.
2. Sees the interdependence among contributing members in units of society.
3. Differentiates among reasons for changing technology and values.

Exploration

1. Assesses how personal values relate to changing society roles and norms.
2. Recognizes that at least some people must work if society is to survive.
3. Examines impact of changing technology and values on present career choices and opportunities.

Preparation

1. Reconciles personal values in terms of one's own needs and societal welfare.

2. Recognizes the interdependency between the individual and society's needs.
3. Forecasts trends in career choices and opportunities emerging from changing technology and values.
4. Recognizes that in a service-oriented society, work consists of activities which allow the individual to fulfill personal needs and those of society.

Interpersonal relations

Awareness
1. Recognizes feelings toward peers, adults and near environment.
2. Becomes aware of the feelings of peers and adults.
3. Recognizes that human beings are more alike than different.
4. Recognizes that there are various peer groups with whom one associates.
5. Recognizes the dignity of the individual.

Accommodation
1. Relates emotional characteristics as an interpersonal function between peers, adults and their environment.
2. Recognizes variations in attributes of self, peers, and adults.
3. Relates successfully with various peer groups.
4. Appraises others perceptions of self.
   a. Copes with praise and criticism from adults and peers in a positive manner.

Exploration
1. Identifies appropriate personal emotional characteristics (feelings) when interacting with peers, adults and their environment.
2. Analyzes others' perception of self.
3. Demonstrates understanding and appreciations for variations in personal characteristics.
4. Recognizes that different circumstances give rise to different group relationships.

Preparation
1. Utilizes appropriate personal emotional characteristics (feelings) when interacting with peers, adults and their environment.
2. Evaluates self-image as perceived by oneself and others.
3. Recognizes image of self as perceived by oneself and others.
4. Differentiates the ways in which different peer groups exert formal and informal controls on human relations.

Decision making

Awareness
1. Acquires short-term personal goals.
2. Becomes aware of decision making processes.

Accommodation
1. Becomes aware of future goal possibilities.
2. Acquires experience in making decisions and accepting the consequences of the decisions.
3. Recognizes that self-knowledge is related to a set or system of values.
4. Recognizes aptitudes which relate to various career clusters.
5. Recognizes that there is a continuous interaction between one's knowledge and opportunities.
6. Choose activities which will utilize personal interests and abilities in making contributions to school and community.

Exploration
1. Acquires some long-term personal goals.
2. Cultivates the abilities to make decisions and analyzes the consequences of own decisions (problem-solving process).
3. Understands the process of assessing personal competencies such as experiences, education and skills.
4. Relates personal characteristics to selected clusters of occupations.
5. Understands the process of evaluating own abilities, personal qualities, aspirations and values and their interrelationships.
6. Formulates tentative career expectations in terms of personal characteristics.

Preparation
1. Synthesizes and develops plan for achieving personal goals.
2. Effects decisions and anticipates consequences of those decisions.
3. Demonstrates the ability to apply the processes of evaluating personal competencies, such as experience, education and skills.
4. Analyzes personal characteristics as they relate to areas of interest.
5. Demonstrates the ability to apply the process of evaluating own abilities, personal qualities and values and their interrelationship to each other.
6. Generates plan and begins preparation for occupational entry into selected occupational area(s).

Economics

Awareness
1. Expands the concept of work to include paid and unpaid work.
   a. Sees that work produces goods and services.
   b. Differentiates between consumers and producers.
2. Becomes aware of the economic aspects of the world of work.
   a. Becomes aware of money as a medium of exchange.
   b. Becomes aware that workers are paid for their service.
3. Becomes aware that ownership can result in loss as well as gain.

Accommodation
1. Expands the concept of work to include paid and unpaid work.
2. Investigates the economic factors which influence the life of the individual in the world of work.
3. Recognizes that different types of costs, risks and rewards are involved with investment and ownership.
4. Relates life styles to work roles.

Exploration
1. Identifies the implications of the concept of leisure time, vacation and avocation as they relate to a person's life needs.
2. Analyzes the economic aspects of the world of work.
3. Differentiates among costs, risks and rewards of various types of investment and ownership.
4. Develops an idea of the type of life style as desired.
5. Considers the economic impact of national policies on the availability of jobs.
6. Differentiates between consumers and producers.
7. Recognizes the factors which influence remuneration and benefits of employment.

Preparation
1. Demonstrates the understanding of the application of economic principles in remuneration for different kinds of work.
2. Analyzes and experiences the economic stress of the world of work.
3. Examines impact of various investment costs, risks and rewards on career choices and opportunities.
4. Evaluates factors influencing incomes and advancement opportunities in occupations.
5. Becomes aware of the effect of international and national economic policies on employment possibilities.
6. Differentiates between consumers and producers.
7. Investigates fringe benefits.
8. Examines the cost of attending vocational schools, colleges, apprenticeships, trade schools and technical schools.
9. Considers vocational pursuits and their economic impact.

Occupational/education

Awareness
1. Analyzes present interests as a basis for development of new interests.
2. Recognizes own developing mental and creative abilities in terms of an evolving life goal.
3. Recognizes physical abilities.
4. Appraises feelings toward self.

Accommodation
1. See that the education setting (home, school, community) can help one to know own strengths and weaknesses and to develop life skills.
2. Recognizes the relationship between education and opportunities in the world of work.
3. Recognizes personal modes of learning, management, action and operation.
4. Comprehends that a wide variety of occupations exist.
5. Comprehends the similarities and relatedness of occupations.
6. Recognizes that occupational areas have different levels of responsibility.
7. Realizes that work responsibilities change within occupations due to technology and personal competencies.

Exploration
1. Identifies educational setting (home, school, community) as a possible aid in developing life skills.
2. Differentiates among occupational clusters by their interrelationships to education and training.
3. Analyzes personal modes of learning, management, action, and operation.
4. Explores a wide range of occupations.
5. Examines clusters of occupations.
6. Describes organization within the work force.
7. Recognizes the nature of change within the work force.
8. Becomes aware of the process of seeking employment.

Preparation
1. Recognizes and utilizes the educational setting (home, school, and community) as an aid in developing life skills.
2. Analyzes how skills, education, training are related to a variety of occupational choices (e. g. transferability of skills from job to job).
3. Effectualizes personal modes of learning, management, actions and operation.
4. Continues exploration of occupational areas while doing an in-depth analysis of areas of interest.
5. Examines the interrelatedness of skill requirements for similar occupations.
6. Analyzes organization within the work force.
7. Recognizes the dynamic nature of the work force.
8. Develops competencies in seeking employment.
9. Develops entry-level occupational competencies.

Attitudes and values

Awareness
1. Recognizes and performs appropriate behaviors for the school setting.
2. Recognizes the need for leadership and cooperation in family, community and school setting.
3. Recognizes the reasons why people work.
4. Becomes aware of the range of social and economic benefits associated with various occupations.

Accommodation
1. Recognizes and performs appropriate behaviors for the community setting.
2. Recognizes that various rewards may come from work.
3. Recognizes that rewards and problems are involved in leadership in family, community and school settings.
4. Realizes the personal growth and rewards of work and/or leisure.

Exploration
1. Evaluates behaviors considered appropriate for the school and community settings.
2. Examines responsibilities and functions of different leadership and collaboration strategies in school, community and work settings.
3. Recognizes that work as a transition into society allows for the integration of the individual into the society.
4. Realizes the personal growth and rewards of work and/or leisure.
5. Recognizes that there is continual personal change during career development.
6. Becomes aware of the philosophy of work and leisure as influenced by cultural diversity and diffusion resulting from national migration patterns.

Preparation
1. Assesses and manages own behavior in terms of personal value system and societal expectation.
2. Evaluates the effectiveness and collaboration strategies in various school, community, and work settings.
3. Recognizes the interdependency between the individual and society's needs and their implications for work.
4. Describes the personal growth and rewards of work and/or leisure.
5. Recognizes that personal characteristics and values change as careers progress.
6. Evaluates personal preferences in types of work and leisure and the balance therein as influenced by demographic, occupational, and preparational level components.

Small Business Management

Introduction

There are two primary purposes of a course in entrepreneurship and small business management. First, the course provides an opportunity to study all elements of the organization and operation of a business in one course. In that way, it is a useful capstone course of the business curriculum. Second, the course is very important for the student intending to own and/or manage a business. Small businesses form a major element of our economy, but few owners have formal training for the position.

Objectives

The primary objective of a small business management course will depend to an extent on the students and their backgrounds and on the intent of the course (is it designed to develop management skills or just to review the principles of small business operations). However, the following objectives broadly describe the course:
1. To identify the role and impact of small businesses in the U.S. economy.
2. To understand the personal and financial requirements necessary to operate a small business.
3. To learn the steps needed to plan and organize a new small business.
4. To develop skills in managing the major functions of business.
5. To study sources of information and support for the small business owner/manager.

Organization

Small business management courses are typically nine-weeks or one semester in length. However, a one-year course that includes simulated management experiences or actual on-the-job training in small businesses would be a very valuable method of preparing potential small business owners. The course is typically offered at the junior or senior level in secondary schools or at the community college. Students enrolled in the course should have completed other business courses to give them an understanding of the business environment as well as other specific business knowledges and skills. In some business curricula which do not have a small business course, a unit on small business management is included in another course which overviews the area of entrepreneurship and small business management.

Course outline

I. Entrepreneurship in the U.S. Economy
   A. Definition of Entrepreneurship and small business management

B. Small business impact on our economy
C. Economic outlook for small businesses

II. Considering Small Business Careers
A. Deciding to go into business
B. Working for others vs. working for yourself
C. Requirements for success in small business
D. Costs and rewards of your own business
E. Listing and analyzing your resources
F. Characteristics of the successful small business owner
G. Determining your potential

III. Evaluating Business Opportunities
A. Identifying potential opportunities
B. New versus existing businesses
C. Technical and financial needs
D. Determining chances of success
E. Identifying competitive businesses

IV. Legal Considerations
A. Legal requirements for new businesses
B. Legal forms of business
C. Selecting an organizational form for the business

V. Planning the Business
A. Describe the purpose of the business
B. State the goals to be accomplished
C. Products or services to be sold
D. Location of the business
E. Plans for starting the business
F. Determining financial needs
G. Sources of funds for the business

VI. Organizing the Business
A. Creating an effective organization
B. Finding, hiring and training employees
C. Evaluating and paying employees
D. Planning physical facilities and layout
E. Financial plans and recordkeeping
F. Marketing plans and activities

VII. Managing the Business
A. Business research and information
B. Controlling business operations
C. Problem-solving procedures
D. Sources of management information and support
E. Typical small business problems
F. Planning for business growth and expansion

Instructional resources

Minding Your Own Small Business (3 vols). Athena Corporation, Bethesda, Maryland, 1976.

Baumback, C. M. and K. Lawyer. *How to Organize and Operate a Small Business*, (6th ed.). Englewood Cliffs, New Jersy: Prentice-Hall, 1979.

Klatt, L. A. *Small Business Management: Essentials of Entrepreneurship*. Belmont, California: Wadsworth, 1979.

Nelson, R. E., Leach and Scanlon. *Owning and Operating a Small Business: Strategies for Teaching Small Business Ownership and Management*. Urbana-Champaign, Illinois: University of Illinois, 1976.

PACE: A Program for Acquiring Competence in Entrepreneurship. The Ohio State University, National Center for Research in Vocational Education, 1983.

Continuing Education in Business Education

Introduction

Adult and continuing education is becoming more common for adults in our rapidly changing technological society. Adults find change in personal life, family life, and professional life. They look to continuing education activities to : 1) prepare for a change, 2) proceed through a change, or 3) restructure lives and goals following a change.

Some adults seek education to prepare for increased job responsibilities, promotion, new tasks, or expanded work assignments. Some strive to attain personal satisfaction or professional status; while others want to keep up to date with technological advancements.

Adults come to the learning process representing a cross section of our society. They come from various socio-economic levels, from little formal education to advanced degrees, or from no work experience to retirement.

They come representing various roles — an employee, an employer, a spouse, a parent, a student, and others. They have psychological and emotional needs. Very often, external uncontrollable factors such as unemployment, marital status change, or need for increased income have prompted adults to come to a continuing education offering. These external factors can create internal stress such as fear, apprehension, and doubt.

It is important, therefore, as the classroom leader to remember that continuing education is not the primary goal or obligation of adults. It is only one aspect of the individual's total life.

Strategies for teaching adults

Teaching adults can be one of the most rewarding and refreshing experiences of an educator. Most adults are highly motivated and receptive to your teaching.

Adult learners will be different from traditional students in three major ways — Expectations, Preparation, & Class Participation. These differences dictate different strategies on the part of the teacher.

I. Differences in Expectations
1. Teach practical skills. Discuss items and principles which can be used immediately.
2. Determine what each learner hopes to receive from class during the first session. This information can be helpful in structuring the remaining class sessions to meet student expectations.
3. Treat each person as a special individual. The adult learner needs praise, recognition, and success.
4. Make yourself available for questions or information during "break" time and before or after the class session.

II. Differences in Preparation
1. Arrange for an introduction of each member of the class. This can be done in any one of several ways.
2. Make each session count. Remember that time is important to each person. Be well prepared for each session and start on time.
3. Present the course in short units. Adult learners like to cover materials in a course as rapidly as possible.
4. Attend to physical conditions in the room. Adults are sensitive to seating, lighting, hearing, ventilation and noise.
5. Vary your teaching methods. Adult learners like a change of pace and a variety of techniques.
6. Learning tends to be easier when a learner can build on something he/she already knows.
7. Preview the next lesson to allow the learners the anticipation of something special for the next class session.
8. Show enthusiasm for the subject or topic which you are teaching.

III. Differences in Class Participation
1. Let the adult learners know they are not in competition with other class members.

2. Let each learner have the opportunity to contribute in a positive way during each session.
3. Let the learner practice a skill soon after he/she has seen it demonstrated. The experience of correct performance will tend to be easier and more rapid.
4. Be certain that each learner has achieved or contributed at least one thing before the class session is completed.

Continuing education curricula

Iowa is fortunate to have business education available within the private business sector, the education sector, and the professional association sector of our society. Offerings are either on a credit or non-credit basis and in a wide variety of formats such as classes, seminars, workshops, clinics, home study/correspondence, television, and newspapers.

Business and Office Education is available through community education programs within secondary schools, private business schools, area vocational-technical schools, area community colleges, public or private colleges, and universities.

Some course offerings currently available in the state are:

Retail Marketing and Sales
- Sales Seminar
- Retail Sales
- Clerk Training
- Advertising and Display
- Shoplifting and Bad Check Seminar

Small Business Classes
- Advertising for Small Businesses
- How to Start and Manage Your Own Business
- Credit and Collecting for Small Businesses
- Law for Small Business
- Tax Clinic for Small Business
- Financial Recordkeeping for Small Business
- Small Business Accounting

Secretarial and Clerical
- Secretarial Procedures
- Secretarial Refresher
- Office Skills Update
- Bookkeeping
- Accounting Fundamentals
- Beginning Typing
- Refresher Typing
- Beginning Shorthand
- Refresher Shorthand
- ABC Shorthand
- Speed Writing
- Office Machines
- Business Math
- Key Punch

Information Systems
- Data Processing Review
- Introduction to Microcomputers
- Introduction to Programming
- Introduction to Computer Operations
- COBOL
- RPG
- Word Processing
- Assembler Languages
- Programming in BASIC with applications
- Systems Analysis and Design

Communications
- Telephone Techniques
- Public Speaking
- Letter Writing
- Listening
- Report Writing

Real Estate
- Real Estate Apprentice
- Communication in Real Estate
- Real Estate Investment
- Residential Real Estate Appraisal
- Principles of Real Estate
- Prelicense Real Estate
- Market Value Analysis

Management and Supervision
- Management and Financial Planning
- Effective Management Practices
- Management Basics for Women
- Techniques of Supervision
- Time Management for Supervisors
- Investment Strategies
- Business and Personal Law
- Your Tax Return
- Internal Auditing — Tools and Techniques

Exploration
- Job Hunting Skills
- Exploring Career Alternatives

For further information concerning course outlines, classroom management, teaching techniques, or location availability, contact:

Instructional Services Department
Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50309

Resource Books

*A *Treasury of Techniques for Teaching Adults* (#751-01294)

Cross, P. *Adults as Learners*. Jossey-Bass, 1981.

Cross, W. and Florio, C. *You Are Never Too Old to Learn*. McGraw-Hill, 1978.

**How Adults Can Learn More Faster* (#751-01062)

Kelvins, C. *Materials and Methods in Continuing Education*. New York: Klevens Publications, Inc., 1976.

Knowles, M. *The Adult Learner: A Neglected Species*. Houston: Gulf Publishing Co., 1973.

Knox, A. B. *Adult Development and Learning*. Jossey-Bass, 1977.

Morgan, B., Holmes, G. E., and Bundy, C. E. *Methods in Adult Education*. Danville, Illinois: The Interstate Printers & Publishers, Inc., 1976.

**Second Treasury* (#751-01380)

Staton, T. F. *How to Instruct Successfully*. McGraw-Hill, 1960.

**Tested Techniques for Teaching of Adults* (#751-01384)

Tough, A. *The Adult's Learning Projects* (2nd ed.). Toronto, Ontario: Learning Concepts, Inc., 1979.

Verduin, J. R., Miller, H. G., and Greer, C. E. *Adults Teaching Adults: Principles and Strategies*. Toronto, Ontario: Learning Concepts, Inc., 1977.

**When You're Teaching Adults* (#751-00798)

**You Can be A Successful Teacher of Adults* (#751-01386)

*Note: The references marked with the asterisk are available by order from:
American Association for Adult and Continuing Education
1201 - 16th Street, N. W.
Washington, D.C. 20036

The cooperative method in business education programs

The cooperative method of vocational training is used to provide realistic on-the-job training. The method prepares students for entrance into and advancement in business careers by working at a designated training station for a half day and attending classes in

school for related instruction and the completion of requirements for graduation.

The term "cooperative" describes the working relationship between school and business in preparing students for entrance into and success in their chosen career fields. Both the teacher-coordinator and the on-the-job training supervisor have instructional responsibilities. These instructional responsibilities must be jointly planned and coordinated if the program is to be successful.

The cooperative method is used in a three-part instructional approach: (1) on-the-job training, (2) related instruction, (3) student organizations. On-the-job training stations serve as laboratories in which occupational competencies are developed, improved, or refined through carefully planned and supervised experiences. Related instruction is provided in the school. Students are encouraged to participate in student organizations associated with careers in business.

Certain competencies are required for a given career objective. Some of these competencies are developed in the related class and applied on the job; other competencies may be developed on the job. In addition, competencies may be developed within the program of work established by the vocational student organization. The overall purpose of the cooperative method is to enable students to acquire and refine occupational skills, knowledges, and attitudes in a realistic learning environment.

The tenth annual Gallup Education Poll conducted in 1978 showed that 96 percent of the respondents felt that having a saleable skill should be a minimum requirement for graduation.[1] While the overall purpose of utilizing the cooperative method is to facilitate the acquisition of saleable skills, the method enables students, the schools, and cooperating business firms to achieve important objectives.[2]

Student objectives

1. Successful application of technical skills as related to the world of work.
2. Acquisition of knowledge needed by employees in chosen occupational areas.
3. Acquisition of desirable work habits and attitudes about work.
4. Successful interaction with coworkers, supervisors, clients, and customers.

Related class objectives

1. Provide relevant, up-to-date instruction that prepares students for careers in their fields of interest.
2. Provide a real-life learning situation which includes risks.
3. Utilize occupationally competent instructors for occupational training.
4. Strengthen school-community relations as a result of business community participation in the instructional programs.
5. Supplemental facilities and resources in the school with those found in the business community.

Training station objectives

1. Participate in an occupational instructional program that prepares present part-time and future full-time employees.
2. Acknowledge the service of the school in preparing students through occupationally related instruction to meet career goals.
3. Provide an educational experience for the students in cooperation with the school.
4. Render a service to the community by assisting students in the development of saleable skills.
5. Assist the school in helping students to develop an appreciation for the value of work.

General recommendations for cooperative business education include the following with special emphasis on the student trainee:

1. All vocational business education students should have the opportunity to participate in a co-op program designed for their specialties.
2. The training station experience should be compatible with the career goals of the student.
3. A screening process, conducted by the teacher-coordinator, should precede admittance to the co-op program.
4. The cooperative experience is a culminating activity which integrates all previously learned skills.
5. A training agreement signed by the student, the parent, the employer, and a representative from the school should be completed for each student.
6. Orientation should be provided for on-the-job supervisors.
7. Students should be paid no less than the prevailing minimum wage or student learner wage and should receive school credit for the work experience.
8. Classroom instruction should be designed for and correlated with the work experience; a related class should be taught by the coordinator and should be required of all co-op students.
9. The student should work a minimum of 15 hours a week.
10. The training station, along with the related class, should provide a variety of experiences which will acquaint the student with various business activities.

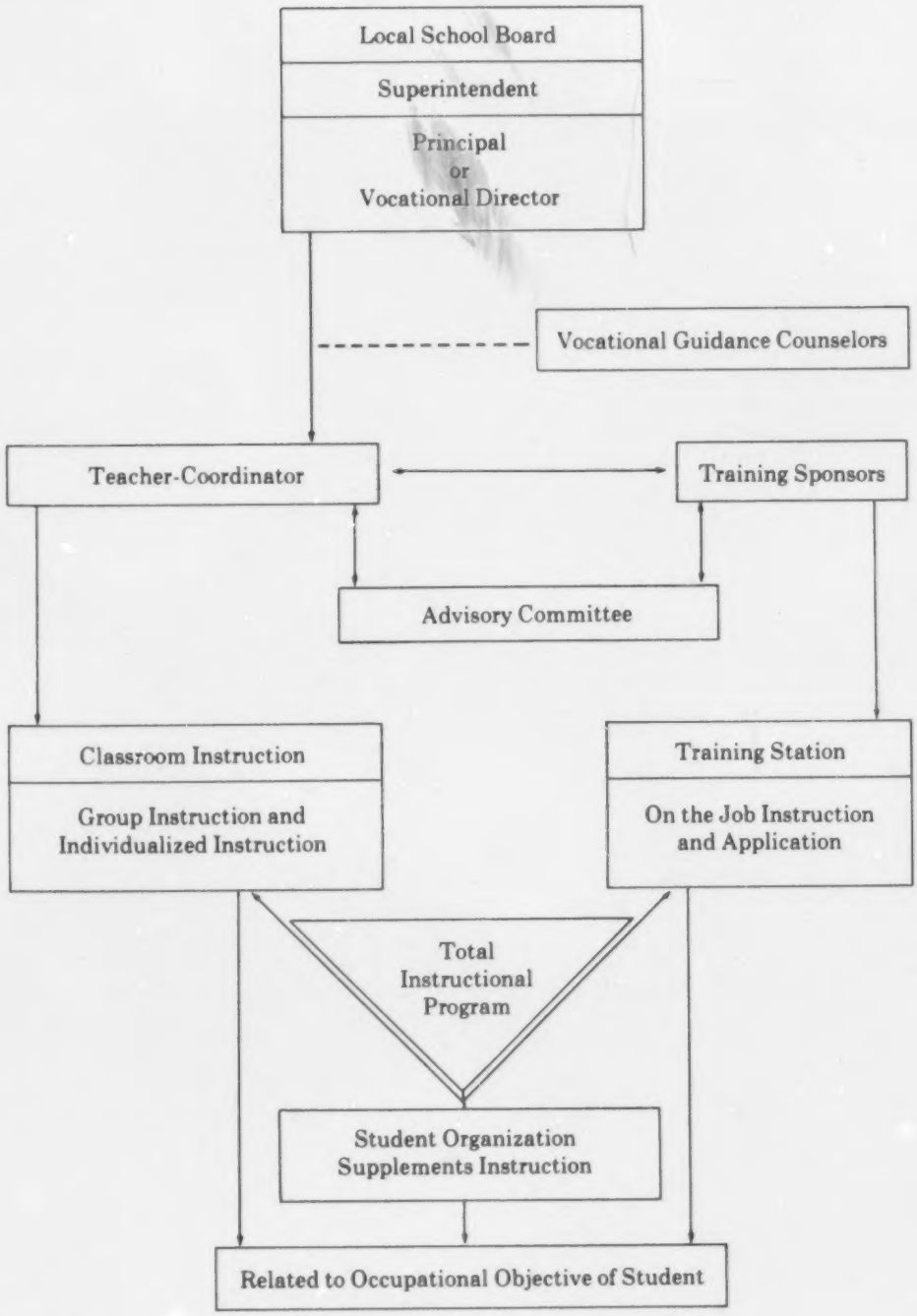
General recommendations for cooperative business education include the following with special emphasis to the coordinator:

1. A coordinator should be given an average of one half hour per student per week for coordination purposes and should be assigned no more than 25 students for coordination purposes.
2. Each coordinator should have access to an office and a private telephone.
3. The coordinator should visit or call the training station at regularly scheduled intervals.
4. Each coordinator should be reimbursed for travel expenses.
5. Advisory committees should be used to make recommendations to teacher-coordinators on program operations.
6. Teacher-coordinators should obtain copies of the latest state and federal regulations to be used by themselves and by the training stations. While an employer may be responsible for complying with state and federal regulations, the teacher-coordinator is responsible for the total program and should take steps to make sure labor laws are not violated. The coordinator should comply with Title IX (nondiscrimination on the basis of sex), Title VI (nondiscrimination on the basis of race), Section 504 of Rehabilitation Act of 1973 (nondiscrimination on the basis of handicap).

When the cooperative method is utilized in a program of instruction, an organizational pattern must be structured in which each component of the total instruction program contributes to the achievement of career objectives by students. Figure 1 depicts an organizational chart that shows the relationship of the components in instructional programs using the cooperative method.

School administrators, guidance counselors, advisory committees, on-the-job training supervisors or sponsors, and teacher-coordinators all have roles to play and responsibilities to assume when the cooperative method is used. Each party should understand his/her role and provide input to make the total instructional program successful.

Figure 1
Chart for vocational instruction programs using the cooperative method



The teacher-coordinator

The single most important factor in the successful operation of a cooperative occupational program is the teacher-coordinator.

Candidates must meet all state certification requirements in the State of Iowa (see Certification Section).

The competencies that a teacher-coordinator must possess are varied and numerous. These roles are identified in the chart, Figure 2.

Student career objectives

Students should identify a career objective as a part of enrolling in the cooperative vocational program. The primary responsibility of enrollment, placement, and follow-up rests with the teacher-coordinator. Cumulative records for each applicant should be examined and strengths and weaknesses identified to help authenticate the student's statements of career interest. Attendance patterns, academic performance, and personality traits may also be identified. The teacher-coordinator should seek information about applicants from counselors and other teachers who know the applicant well. Personal interviews should also be a part of the screening process.

Students who need, want, and can benefit from the cooperative experience should be accepted into the programs.

Advisory committee

One important aspect of the cooperative method is the establishment of an advisory committee for each program area. Advisory committees are made up of representatives from employers, employees and other community groups (committee members should include both females and males and an appropriate representation of minorities) and provide a link between the school and the business community. Activities of the Advisory Committee may include but are not limited to the following matters:

1. Providing advice on the selection of equipment and types of facilities needed for instruction.
2. Recommending criteria pertaining to employer expectation of students.
3. Assisting students in procurement of employment.
4. Assisting in community surveys.
5. Assisting in placement of qualified graduates.
6. Making recommendations as to community needs in the area of adult education programs and courses.
7. Providing financial assistance in certain instances.
8. Assisting in course and curriculum planning, including course content (in an advisory capacity).
9. Assisting in conveying information to the community about the program.
10. Assisting in securing adequate training stations.
11. Sponsoring student organization activities.
12. Providing guidance in wage and hour problems.
13. Acting as a sounding board for new ideas.
14. Assisting in establishing realistic achievement levels for entry-level skills.
15. Participating in employer-employee banquets and other special functions.
16. Serving as a source for securing community resources.
17. Providing input into the development of long-range plans.
18. Providing assistance in preparing and printing informational publications designed for student recruitment and employer groups.
19. Assisting in the competitive events of the various programs.

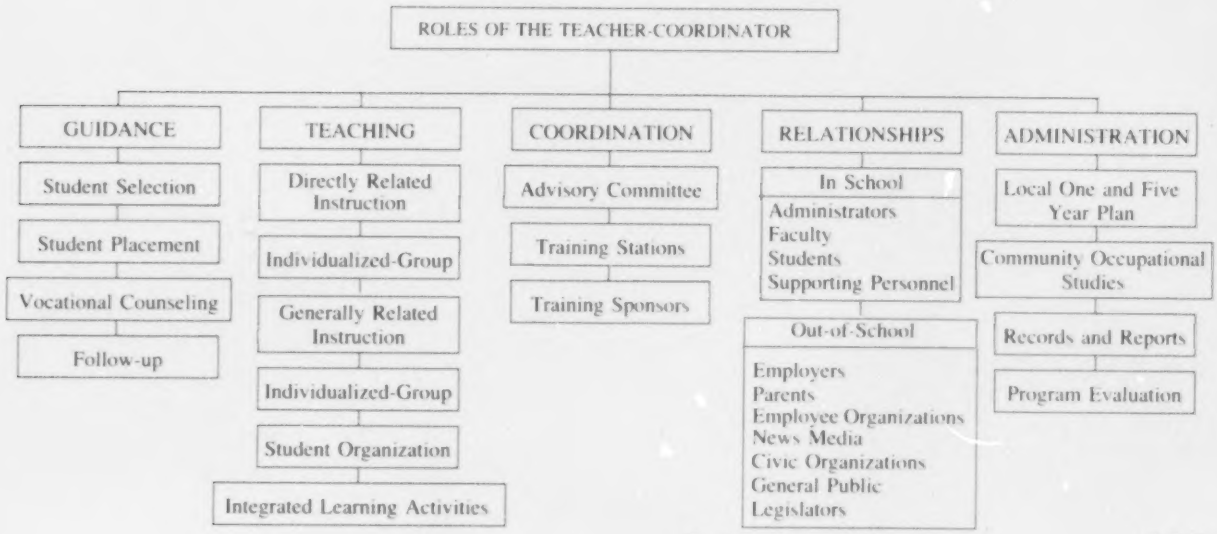
The teacher-coordinator will work closely with the advisory committee that is formed to assist the specialized program area. Therefore, the teacher-coordinator should have major input into selecting members. Some policies should be developed covering the method of selecting and replacing members, qualifications of committee members, size of the committee, length of term that members serve, duties of the committee, and the organization of the committee. The advisory committee members should understand that only the local board of education has power to enact policy. However, the committee has a responsibility to offer the best advice possible to guide decisions regarding the vocational program.

Training stations

Training stations should be selected for their educational value as a realistic learning laboratory. To ensure the selection of training stations that promise acceptable on-the-job learning activities and experiences, the teacher-coordinator should establish criteria to guide the process. Items typically used as selection criteria include the following:

1. Employer attitudes — He/she understands and accepts the purposes of the cooperative method.
2. Variety of on-the-job learning activities — The training station will provide on-the-job learning experiences in various facets of the occupation.
3. On-the-job instruction — An individual who is competent in the skills and technical aspects of the occupation, interested in young people, and who will cooperate with the teacher-coordinator in planning learning experiences will be assigned as the training sponsor.
4. Working conditions — The working conditions within the training

Figure 2



station shall be free of occupational hazards that might impair either the health or safety of employees.
5. Reputation — The training station is a reputable organization that adheres to ethical practices.
6. Hours of employment — The training station will offer a sufficient number of working hours and refrain from imposing excessive hours that jeopardize the student's health or progress in school.
7. Facilities and equipment — Up-to-date facilities and equipment should be used in the training station.
8. Accessibility — Student trainees should be able to travel from the school to the training site and back home safely within a reasonable period of time.
9. Wages — The wage scale should be comparable with that paid to other employees with similar experience and training.
10. An employer must abide by legislation related to equal opportunity, affirmative action, and non-discriminatory practices.

The success of the cooperative method is dependent upon businesses that will cooperate in providing learning activities which are vital to the achievement of career goals.

Training agreements and training plans

Training Agreements. When the cooperative method is used in a vocational program, it is recognized as an integral part of the instruction and, therefore, merits the same attention that is given to in-school learning experiences. The training agreement is a statement of fundamental agreements regarding the participation of a student on a job. Initiated by the school, the agreement reflects a voluntary and cooperative commitment on the part of the teacher, employer, student, and parent.[5]

While training agreements vary, there is usually a general pattern of content which can be outlined as follows:
1. Name of student and pertinent information.
2. Identification of student's career interest and assignment.
3. Length of training period and schedule of hours.
4. Hourly rate and adjustment provisions.
5. Statements of respective responsibilities.
6. Statements of mutual understandings.
7. Statement of nondiscrimination.

Each party should look upon the training agreement as a tool which will facilitate the operation of a quality training program enabling student-learners to reach career objectives. (See Figure 3.)

Training Plans. A fundamental aspect of the cooperative method is a strong emphasis on planned learning experiences leading to career goals. "The training plan is a document containing a format for delineating, for each student, the learning experiences and job tasks to be undertaken at the job site, often paralleled with classroom units of instruction."[6]

Figure 3
Sample Training Agreement

Employer's Training Agreement

Department of Business Education
Cooperative Office Education Program

Student-Trainee _____ Date _____

Training Station _____ Supervisor _____

_____

1. _____ agrees to enter into this training program with _____, the training station, and render his/her best efforts at all times.
2. The training station agrees to give the student a minimum of 15 hours of work per week during the regular school term as long as the student's work is satisfactory, providing such employment does not conflict with Federal or State laws. Equal opportunity shall be offered to all students without regard to race, religion, color, sex, age, physical handicaps, or national origin. It is further agreed that the student will be under the direct and close supervision of a qualified and experienced person.
3. The wages paid shall be that which the employer would pay to a beginner doing the same type of work. The employer may raise the hourly pay of the student trainee at his/her discretion.
4. The employer agrees to notify the coordinator at _____ _____ if the student-trainee's work or progress is not satisfactory. The employer agrees not to discharge the student-trainee without first consulting the coordinator in regard to the matter.
5. The employer will have the opportunity to evaluate the progress of the student-trainee quarterly.
6. The employer agrees to excuse the student-trainee from his/her regular work hours, for valid reasons, at the request of the coordinator or the principal of the school.
7. The coordinator will periodically visit the student while at work to observe his/her progress.
8. The parents of the student-trainee agree to be responsible for the conduct of the student-trainee while working for the above-named training station and as he/she travels to and from the training station or during any "time off" periods.
9. The employer agrees to accept this student and assign to jobs and be treated without regard to race, color, national origin, sex, or handicap.

_____ Employer

_____ Parent

_____ Coordinator

_____ Student-Trainee

On-the-job learning experiences should be cooperatively planned by the teacher-coordinator, the employer, the training sponsor, and the student. The plan then serves as a guide for related instruction in the classroom as well as on the job.

The first step in preparing the training plan is to make an analysis of the competencies that the student career objective requires. Tentative decisions may then be made as to whether the training station, the school — or both — should provide the learning experiences necessary for the student to acquire each competency.

When a training plan serves as a vehicle to guide the training sponsor and the teacher-coordinator, the outcomes from cooperative efforts are likely to yield the desired results in terms of student's career growth. The completed training plan (one for each student) is one of the essential elements of an approved program using the cooperative method. The plan should be placed in the student's folder and referred to during instructional planning, coordination visits, and evaluation. Sample formats for training plans are shown in Figures 4 and 5.

Evaluating Student Performance. After the teacher-coordinator has developed a training plan in cooperation with the training sponsor, the student needs to be evaluated on a regular basis to determine if progress is being made toward developing specific job skills.

The evaluation process should be completed by the teacher-coordinator and the training sponsor. It is important that the coordinator develop the necessary materials and procedures to evaluate the student's on-the-job training.

The actual evaluation form should be completed by the training sponsor who is in the best position to evaluate the student's performance objectively. The teacher-coordinator should schedule the evaluations on a regular basis, explain all procedures to the training sponsor and the student, and then provide a three-way conference to review the completed evaluation. A sample evaluation instrument is shown in Figure 5.

On-the-job supervision

Selection of the individuals who will teach and supervise students at the training station is critical to the quality of the learning experience. Ideally, a training sponsor would possess the following characteristics:

1. Technical competence in the occupation to be taught.
2. Ability to organize and conduct instruction on the job.
3. Worthy personal traits and work habits which the student can emulate.
4. Ability to communicate and relate to supervisors and coworkers as well as trainees.
5. Interest in and a positive attitude toward training the student who will be enrolled.
6. Willingness to work with the coordinator in planning on-the-job learning experiences and related classroom instruction.
7. Willingness to cooperate with the coordinator in evaluating student progress.

Classroom/laboratory facilities

Instructional facilities should consist of classrooms and fully equipped laboratories where pre-employment skills may be taught and where instruction related to on-the-job training may be correlated as closely as possible with the actual on-the-job environment. Equipment for the laboratory facilities should reflect student and community needs. Conditions under which vocational instruction is given should compare favorably with desirable conditions in the occupation concerned.

As new classroom/laboratory facilities are planned and existing facilities renovated, planners should adhere to the following criteria:

1. Facilities and equipment should reflect conditions in the businesses where students will secure employment.
2. Sufficient classroom/laboratory space should be provided to meet curricular and enrollment needs.
3. The teacher-coordinator should be provided with adequate and appropriate office space, equipment and working facilities, including a private area for counseling with students.
4. Adequate, convenient space should be provided for the safe storage of instructional equipment and instructional materials.
5. Plans and budget provisions should allow for an annual review, replacement, and addition of instructional equipment and materials as a part of long-range commitments.[7]

Coordination time

Coordination is a process of building and maintaining harmonious relationships among all individuals involved with the cooperative method of preparing youth for careers. Coordination would include all program-related activities carried out by the teacher-coordinator with the exception of classroom teaching.

Teacher-coordinators must accept many additional responsibilities if the cooperative method of instruction is to prove effective. Adequate time must be provided if the teacher-coordinator:

1. works with members of the advisory committee to ensure that all components of the instructional program reflect the occupational environment.
2. assists students in refining their career objectives and then identifies needed competencies for that career.
3. develops an appropriate training station for each student.
4. orients the training sponsor to the cooperative method of instruction.
5. works with the employer, training sponsor, and other individuals with occupational expertise to develop a training plan for each student.
6. carries out needed community public relations activities.
7. makes periodic visits to each training station to ensure coordination of classroom and on-the-job instruction, to solve problems, to observe the student on the job, to consult with the training sponsor, and to evaluate the student and the training.
8. keeps well-organized records.
9. serves as the advisor for a student organization that is an integral part of the total instructional program.

The accepted rule-of-thumb for determining the amount of time to be assigned for coordination activities is one-half hour per student per week. However, additional factors may contribute to the need for additional coordination time, e.g., employers in diverse geographical locations, students with special needs.

It is recommended that teacher-coordinators of business occupations and marketing and distributive education be placed on extended contracts. The extended portion of the contractual agreement may cover approximately three weeks of summer employment as determined by the workload. The extended employment period will enable the teacher-coordinator to devote needed time to planning, selection of training stations, placement of students on the job, development of training sponsors, and follow-up activities.

Federal and state regulations

Teacher-coordinators should obtain copies of the latest state and federal regulations to be used by themselves and by the training stations. While an employer may be responsible for complying with state and federal regulations, the teacher-coordinator is responsible for the total program and should take steps to make sure labor laws are not violated.

Specific reguations to be considered include the following:

Fair Labor Standard Act
Federal Hazardous Occupational Orders
Federal Wage and Hour Law
Iowa Child Labor Law
Iowa Minimum Wage Law
Occupational Safety and Health Act

For the protection of student-learners as well as employers, teacher-coordinators at the secondary level should insist that proof of age certificates be supplied to employers. If a questionable situation is encountered, the teacher-coordinator should contact state or federal labor departments for written clarification.

Figure 4
Training Plan for Cooperative Office Education Program (U.S.O.E. Code 14.0300)[8]

The (Name of Business Firm) will permit (Name of Student) From (Name of School) High School to enter their establishment as an employee under the supervision of (Name) for the purpose of gaining knowledge and experience in the occupational area of 14.0300 — Filing, Office Machines and General Office Clerical Occupations so that the student may prepare for a career as a (n) _____

Approximate Time	Learning Activities	In OUT	In School	Evaluation	Study Assignment
3 months	Preparatory Training				
	1. Practice English grammar and mechanics		x		
	2. Practice typewriting skills		x		
	a. letter styles		x		
	b. legal forms		x		
	c. reports		x		
	d. tabulations		x		
	e. typewriter care				
	3. Practice machine use		x		
	a. transcribing		x		
	b. adding and calculating		x		
	c. duplicating		x		
	4. Perform shorthand dictation and transcription		x		
	5. Observe good grooming				
	Transcribing Machine Operation				
	1. Type from tape for	x	x		
	a. inquiry letters	x	x		
	b. sales letters	x	x		
	c. transmittal letters	x	x		
	d. information letters	x	x		
	e. inter-office memorandums	x	x		
	f. reports				
continuous	Typewriting				
	1. Type form letters	x	x		
	2. Complete forms	x	x		
	3. Prepare policies from application	x	x		
	4. Compile statistical material from rough draft	x	x		
	5. Type envelopes	x	x		
as needed	Communications Activities				
	1. Discuss job-related problems with supervisor or the dictator	x			
	2. Compose routine letters	x	x		
continuous	Work Organization				
	1. Establish priorities for work	x	x		
	2. Assemble materials and necessary forms before typing	x	x		
	3. Proofread and correct own work	x	x		
	4. Examine all papers for completeness and conformance to rules	x	x		
	5. Correct dictation if not grammatically correct	x	x		
	6. Put finished copy in order	x	x		
continuous	Safety Precautions in the Office				
	1. Practice safety in connection with				
	a. files and desks	x	x		
	b. all electrical equipment in office	x	x		
	2. Keep walking areas cleared	x	x		
	3. Use equipment with cutting edges or puncturing heads, such as paper cutters, staplers, shredders, etc., properly	x	x		
as needed	Miscellaneous Duties				
	1. Handle dictation tapes according to company procedures	x			
	2. Acquire, store, and use supplies according to company procedures	x			

[8]White, Thomas R., *Business and Office Education Training Plans*, Indiana University at Bloomington, Vocational Education Program Area, 1972, pp. 63-65.

CHECKER-CASHIER TRAINING PLAN

STUDENT-TRAINEE _____

TRAINING SPONSOR _____

TRAINING STATION _____

_____

JOB DESCRIPTION _____

_____

Initial Training Period

COMPETENCIES TO BE DEVELOPED	EVALUATION		
HUMAN RELATIONS			
_____ Greets customers in a sincere and friendly manner.	Greets well	OK	Needs improvement
_____ Works cooperatively with other employees and supervisors.	Needs improvement	Works well	OK
_____ Represents the business favorably to customers.	OK	Needs improvement	Represents favorably
_____ Has a positive attitude toward the store, its products, and services.	Has positive attitude	OK	Needs improvement
_____ Shows a genuine interest in the customer.	Needs improvement	Shows interest	OK
_____ Serves the customer courteously.	OK	Needs improvement	Serves well
BASIC JOB SKILLS			
_____ Efficiently uses a cash register and rings coded merchandise on the correct department key.	Uses efficiently	OK	Needs improvement
_____ Prepares the cash drawer for daily business.	Needs improvement	Prepares well	OK
_____ Receives cash and returns correct change to the customer.	OK	Needs improvement	Excellent ability
_____ Dresses in an appropriate manner for the job.	Dresses well	OK	Needs improvement
_____ Corrects cash register errors and voids cash register errors.	Needs improvement	Corrects well	OK
_____ Handles charge sales transactions.	OK	Needs improvement	Handles well
_____ Closes out the register at the end of the day.	Closes out well	OK	Needs improvement
_____ Packages the customer's purchase.	Needs improvement	Packages well	OK
_____ Handles shoplifters according to store policy.	OK	Needs improvement	Handles well
_____ Changes cash register receipt tape.	Changes well	OK	Needs improvement
_____ Determines amount of sales tax.	Needs improvement	Determines well	OK
_____ Balances cash drawer against reading.	OK	Needs improvement	Balances well
_____ Completes cash register summary sheet.	Completes well	OK	Needs improvement
_____ Handles and cares for store equipment.	Needs improvement	Excellent ability	OK

COMPETENCIES TO BE DEVELOPED	EVALUATION		
Demonstrates good work habits such as punctuality, dependability, enthusiasm, and initiative.	OK	Needs improvement	Good work habits
Follows the store's rules and regulations.	Follows well	OK	Needs improvement
Demonstrates effective work habits in both quantity and quality of work.	Needs improvement	Effective work habits	OK
Assists the customer in completing a credit application.	OK	Needs improvement	Assists well
Writes a sales ticket.	Writes well	OK	Needs improvement
COMMUNICATION SKILLS			
Informs customers of the location of merchandise within the store.	Needs improvement	Informs well	OK
Uses correct grammar and correct speech.	OK	Needs improvement	Uses well
Speaks clearly, pleasantly, and enthusiastically.	Speaks well	OK	Needs improvement
Listens to and follows directions.	Needs improvement	Excellent ability	OK
Explains store policies to customers.	OK	Needs improvement	Explains well
Completes written forms and reports.	Completes well	OK	Needs improvement
Communicates effectively with customers, employees, and supervisors.	Needs improvement	Communicates well	OK
MATH SKILLS			
Performs mathematical computations.	Performs well	OK	Needs improvement

DIRECTIONS Please give the training period just completed careful consideration. If a student is to improve the on-the-job performance, he/she must understand both their strengths and areas of needed improvement. Please list these in the appropriate column.

STRENGTHS	AREAS OF NEEDED IMPROVEMENT

Program records

In addition to those forms and records which must be assembled by all teachers, vocational teachers using the cooperative method must keep and use a variety of other forms and records. Figure 6 shows sample folders for employers, the teacher-coordinator, and the student.

The basic records contained in each of the student folders serve an essential purpose in the successful vocational program that utilizes the cooperative method. In addition, such records may be needed to substantiate vocational reimbursement claims, employer tax records, and other regulations.

Figure 6

Name

1. Application
2. Data sheet
3. Training agreement
4. Training plan
5. Parent's name
6. Parent's home address
7. Parent's business address
8. Home phone
9. Business phone
10. Teacher-coordinator's name, address, phone
11. Evaluation reports
12. Work permit (if needed)
13. Social Security number

Sample folder for employer or training sponsor

Student's name

1. Application for co-op course
2. Personal data sheets
3. Career objective material
4. Data relative to high school curriculum, etc.
5. Teacher rating forms, etc.
6. Training program agreement
7. Teacher-coordinator visitation reports
8. Training sponsor reports
9. Evaluation
10. Other pertinent data
    - Student Social Security number —
    - Student address —
    - Home phone
    - Parent's name
    - Parent's business address —
    - Parent's business phone —
    - Other pertinent data —

Sample folder for teacher-coordinator's records on each student (confidential)

Name

1. Training plan
2. Work schedule
3. Progress chart
4. Time sheets
5. Weekly earnings
6. Pertinent information relative to work station
7. Training agreement
8. Copy of student's birth certificate or copy of work permit

Sample folder for student's records and other information

Additional program records as well as other items should be kept on file by the teacher-coordinator. Among the suggested items to be included are the following:

1. Membership List (Student Organization for your occupational area).
2. Approval of parent for student to enter the program.
3. Current advisory committee membership list.
4. Minutes for the advisory committee meetings.
5. Field trip policies and procedures.
6. State Handbook for Vocational Education.
7. Original class enrollment lists.
8. Faculty Handbook.
9. Student Handbook.
10. Master schedule of building.
11. Memo from nurse listing names of students with health problems.
12. Equipment inventory.
13. Supplies inventory.
14. Procedures for requesting A-V equipment.
15. Department budget.
16. Instruction manual for equipment.
17. Preventive maintenance schedule for equipment.

Public relations

Programs designed to prepare students to enter and succeed in business occupations and marketing and distributive occupations need support from various target groups. This is especially important when the cooperative method is used in the program of instruction.

Good public relations revolve around and stem from the teacher-coordinator. It is his/her responsibility to initiate an active information program designed to inform target groups about the program. Well-informed groups form favorable images of vocational programs and interact in ways that enhance and improve such programs.

An early step in a public relations program is to identify the publics to be reached. The teacher-coordinator must reach school administrators, the teaching staff and guidance personnel, students, employers, parents, community leaders, and taxpayers. Finally, the support or lack of support directed at vocational legislation by area representatives may, to a large extent, be influenced by area vocational programs.

A long-range plan, developed before school gets underway, will help to assure that public relations activities are not jeopardized because of the press of other work activities. Figure 7 illustrates a sample public relations calendar.

Vocational student organizations

The educational values derived from student organizations are recognized as essential to the total development of the student. The definition of the cooperative method includes certain competencies developed through the program of work set up by the vocational student organizations. The Department of Public Instruction has consultants who assist teacher-coordinators in the implementation and operation of student organizations.

Student organization manuals, handbooks, and other sources of information may be obtained from the national offices for each student organization. Distributive Education Clubs of America (DECA) provides membership divisions for secondary students pursuing careers in marketing and distributive occupations. The address of the national office follows:

Distributive Education Clubs of America
1908 Association Drive
Reston VA 22091

Office Education Association (OEA), Future Business Leaders of America (FBLA)/Phi Beta Lambda (PBL) have divisions to serve secondary and post-secondary students interested in office occupations. The addresses of the national office areas follow:

Office Education Association
5454 Cleveland Avenue
Columbus, Ohio 43229

FBLA/PBL
P. O. Box 17417
Dulles International Airport
Washington, D. C. 20041

The goals of the student organizations may be achieved through a variety of activities and projects. The teacher-coordinator as an advisor to the student organization should consider the value that planned activities and projects will have for each student. Student organization activities and projects may be classified into the following broad areas: Professional, Civic and Service, Social, and Financial.

Figure 7

Suggested public relations calendar

August

Attend State Coordinators' Conference
Participate in county and state fairs
Visit parents of students, or training sponsors
Make plans for the next year's public relations

September

Plan orientation for new students and teacher
Renew acquaintance with newspaper editor and reporters, radio and TV program managers
Send news releases on expansion, new projects, new equipment
Send materials explaining cooperative vocational education to parents of new students
Plan home visitations schedule
Complete the student organization plans for the year and publicize through newspaper and school paper
Set up advisory committees and plan schedule of meetings
Participate in workshop on public relations
Prepare for student organization officer elections

October

Complete the student organization calendar of activities.
Prepare committees for the student organization and begin an awards program.
Attend the state officer elections and direct activities for chapter members.
Assist the student organization in developing a budget and complete a fund-raising activity.

November

Build the public relations activities around American Education Week: participate in all events planned by school
Plan and conduct a radio or TV program explaining purposes, organization, and values of cooperative vocational education
Prepare displays for public places to illustrate instructional content of cooperative vocational education
Invite state and federal legislators to visit and observe the vocational program
Plan bulletin board displays

Figure 7 continued

January

Plan and conduct a student assembly program
Publicize plans for adult vocational classes for second semester
Participate and cooperate in career conferences
Hold Open House for parents and other citizens of the community
Send articles about vocational education to trade papers and professional journals
Speak to local service clubs and other community organizations about the values of cooperative vocational education
Prepare newspaper articles on progress of vocational students
Prepare for regional competitive events

March

Provide information about vocational courses to students who may desire to enter cooperative vocational education: make arrangements for tours of the department
Plan a parents' night program for students to demonstrate their work and activities
Send newsletter to graduates and former students
Cooperate in planning exchange visits for teacher, industry and business, and labor groups
Invite the administration to attend a student organization meeting
Work with school reporter on writing a series of features about successful vocational graduates for school and/or local newspaper
Collect occupational information and give to school guidance counselor
Call on photography class to take photos of the students in action
Attend State Leadership Conference

May

Attend National Leadership Conference
Make plans for participating and exhibiting at state and county fairs
Contact local businesses, industries, employment agencies, etc., to help place graduates in suitable jobs
Prepare annual reports
Arrange for appropriate graduation ceremonies and publicity for graduates
Hold banquet for parents and/or employers; show slides of year's activities
Prepare exhibits of students' work for display in businesses
Evaluate results of year's public relations projects

Properly conducted, educational activities within these broad areas will strengthen classroom, laboratory, and on-the-job instruction. When students emerge from participation in activities with a better comprehension of the free enterprise system and a broader understanding of their responsibilities to society in a free, competitive economy, the program of the student organization will have served a worthwhile purpose.

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7. Standards for classroom/laboratory facilities are based on evaluative criteria published by National Study of School Evaluation.
8. State Board of Education. *Handbook for Cooperative Vocational Education in Illinois*. p. 46.
9. *Ibid*.

Credit for many suggestions and materials in this section should be given to the State Board of Education, *Handbook for Cooperative Vocational Education in Illinois*.

Multi-Occupations

Introduction

Multi-Occupation Programs are vocational education programs that use the cooperative method. They combine students from several occupational areas (MDE, office, agriculture, home economics, etc.) within one class. This program should be developed when student populations are too small to justify specific vocational programs.

The Multi-Occupations program provides an opportunity for students to gain training and experience in the occupational field in which they wish to prepare. In this type of program, the student would be employed in a business for educational purposes for a minimum of 15 hours per week for the entire school year. In addition, a related vocational class is required. The student should be paid at least the prevailing minimum wage for his/her services.

The student's place of employment is known as the "training station." Placement in a training station must be approved by the Teacher Coordinator. The students have an opportunity to receive training under the direction of a person in the business who is highly competent. That person is known as the Training Sponsor.

Sophomore and junior students anticipating enrollment in this program are particularly encouraged to take related courses which would prepare them for the field in which they are interested.

Students are encouraged to plan early so that the majority of graduation requirements are completed by the end of the junior year. This will allow more freedom in selecting a block of time that will be necessary to use as work experience time. The fewer required subjects to be completed during the senior year, the more flexibility available in selecting a working time that is agreeable with an employer. The student should receive credit for on-the-job training.

Participation in a vocational student organization is recommended.

Objectives

1. To provide vocational training through realistic on-the-job training.
2. To use and develop in a "real" job setting the skills learned in school.
3. To promote better understanding of the relationship between education and job success.
4. To develop attitudes necessary for successful job performance and cooperation with coworkers.
5. To encourage the development of pride in doing a job well.
6. To bridge the gap between school and work.
7. To help students select and prepare for a career.
8. To provide the local community an opportunity to support and improve the educational system.
9. To develop leadership skills through student organizations.

Course outline for multi-occupations related class

A. *Purpose:* This class is to provide the student with a foundation on which to build his/her vocational education experience. The course is taught by the Cooperative Education Teacher-Coordinator and includes individual study within the student's occupational field as well as group instruction.

B. *Recommended Hours of Instruction:* 225-275 minutes per week.

C. *Job-Related Competencies:* Course content will be individualized as needed in each student-trainee's vocational area.

D. *Course Content:*

I. Orientation
   - A. Orientation to cooperative programs
   - B. Vocational student organizations and parliamentry procedure
   - C. Leadership development and civic responsibility

II. Health and Safety

III. Human Relations
   - A. Human relations and self-improvement
   - B. Relationships with other people
   - C. Coping with problems

IV. Communications
   - A. Oral communications
   - B. Written communications

V. Management of Self and Resources
   - A. Managing resources
   - B. Personal banking procedures
   - C. Obtaining and using credit and loans
   - D. Insurance
   - E. Payroll

VI. Legal Aspects of Employment
   - A. Basic law for business
   - B. Basic law for consumers

VII. Labor Unions

VIII. Economics of Free Enterprise

IX. Career Planning

X. Preemployment
   - A. Job application
   - B. Interview

XI. References
   - A. *Succeeding in the World of Work* by Knight Publishing Co., 1981.
   - B. *Work: Pathway to Independence* by American Technical Society, 1979.
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Programs and Courses

Courses	Recommended Grade Level	Recommended Length of Course	Basic Business	Office			Marketing	Accounting
				Secretarial	Administrative Support	Information Processing		
Accounting I	11/12	36 wks	X	X	X	X	X	X
Accounting II	12	36 wks						X
Advertising and Display	11/12	18 wks					X	
Business Communication	10-12	18 wks	X	X	X	X	X	X
Business Law	11/12	18 wks	X				X	
Business Math	10/11	18 wks	X		X		X	X
Co-op Related	12	36 wks	a	a	a	a	a	a
Co-op Work Experience	12	36 wks	b	b	b	b	b	b
Consumer Economics	10-12	18 wks	X				X	X
Data Processing	11/12	18 wks			X	X		X
Economics	12	18 wks	X				X	X
Entrepreneurship	12	18 wks					X	
Introduction to Business	9/10	18 wks	X	X	X	X	X	X
Introduction to Computers	10/11	18 wks	X	X	X	X	X	X
Management	12	18 wks	X	X			X	
Office Education Prep.	11	36 wks		c	c	c		
Office Procedures	12	36 wks		X	X			
Personal Finance	11/12	18 wks	X					
Personal Selling	11/12	18 wks					X	
Principles of Marketing	11/12	18 wks	X				X	
Recordkeeping*	*	18/36						
Records Management	11/12	18 wks				X		
Retail Merchandising	11/12	18 wks					X	
Shorthand I	10/11	36 wks		X	X			
Shorthand II	11/12	36 wks		X				
Small Business Management	11/12	9/18	X				X	
Typing I	9/10	18 wks	X	X	X	X	X	X
Typing II	9/10	18 wks		X	X	X		
Typing III	10/11	18 wks		X		X		
Typing IV	10/11	18 wks		X		X		
Word Processing	11/12	18 wks		X		X		

*Recordkeeping may be substituted where the regular accounting course(s) may not be desirable for a specific program or student group.
[a]Co-op Related course can be provided for any business program (see OE or M&DE areas for examples of course outlines).
[b]Co-op work experience can be provided for any business program (see Cooperative Education in Business Education Programs, Division II, Section E).
[c]Office Education Preparatory course to be included if Co-op program followed.

Division III

Special Components Affecting Business Education

Section A

Business Education Students With Special Needs

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Business education students with special needs

The business teacher, having successfully withstood the essential changes in teaching methodology required by various educational trends such as individualized instruction, team teaching, behavioral objectives, and competency-based teaching, faces another challenge which may make these previous education changes seem minor by comparison. This challenge is mainstreaming. Unlike previous educational trends, mainstreaming does not affect the classroom teacher on a gradual or voluntary basis. Public Law 94-142: Education for all Handicapped Children Act of 1975 became effective in the 1977-78 school year, and its effect was immediate and nonvoluntary.[1] The primary goal of this legislation was to provide free, appropriate educational opportunities for all disabled individuals who require special education services. Because of the far-reaching effects of this law and the need for implementation, it is crucial for all business educators to become thoroughly familiar with the law and its provisions, as well as the implications for needed changes in methods, materials, and classroom techniques.

Public Law 94-142: Education for All Handicapped Children Act of 1975

There are three important public laws which affect students with special needs. Although Public Law 94-142 overshadows the other relevant laws in public awareness, the business teacher should become familiar with these other laws. Briefly stated Public Law 94-142: Education Amendments of 1976 require that vocational training shall be accessible to persons of all ages in all communities — including disabled and disadvantaged persons. Additionally, funds are to be made available for this purpose. Public Law 93-112: Rehabilitation Act of 1973 provides protection from discrimination based on a handicap in programs or activities which receive federal funds.

By the fall term, 1978, handicapped students were enrolled in some business education classes. Public Law 94-142 mandated that each state provide a "free and appropriate education" for every handicapped child between the ages of 3 and 21.[2] The business teacher should expect to teach a variety of types of handicapped students which are defined in Public Law 94-142 as follows:

> Handicapped children are those who are identified as mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, or multihandicapped. Also included are children having specific learning disabilities who because of those impairments need special education services.[3]

The role of the business educator

One facet of the role of the business educator — or any other teacher — is to provide information to appropriate persons for the identification of students with special needs. The major parts of the teacher's role, however, are those traditionally associated with helping students to learn — instructing and evaluating students. However, assisting students with special needs will probably require that the teacher reexamine methods, materials, motivational devices, and evaluation techniques.

Integrating students with special needs into business education classes

One of the most pressing problems confronting the business teacher is the question of where and how to obtain information on mainstreaming, current teaching materials, and lists of resources necessary for the successful teaching of special need students in the regular classroom. Because of the immediate implementation of Public Law 94-142, many business education and special education teachers are unaware of the capabilities of many handicapped persons in relation to personal and vocational competencies.

Instructional methods

1. Begin the instruction at the student's level to keep the student motivated, remembering to develop the student's potential at a pace that challenges but does not discourage the student. Do not place too many demands on the students.
2. Design the instruction so the student can see some evidence of success, remembering not to underestimate the student's potential. Avoid over-simplifying the tasks and the instructions for tasks. Students need to be stimulated to develop skills to the highest degree possible.
3. Recognize special instructional problems associated with different rates of development.
4. Enlist the support and help of special education faculty, remedial reading teachers, social workers, guidance counselors, and school administrators in developing instructional techniques and materials.
5. Whenever possible, arrange simulated work situations and actual work experiences to permit active participation in job preparation.
6. Use praise and encouragement rather than criticism and punishment. Give praise when it is deserved and reserve punishment for very, very few cases and only as a last resort.
7. Give positive reinforcement such as complimenting the student after the successful completion of an assignment or task. To help recognize achievement of students:
   a. Post names of students making "great improvement"
   b. Post student work that is particularly good
   c. Publish in school and local newspapers the names of students achieving any type of success
   d. Arrange for individual students to demonstrate their various abilities and competencies to local community groups
   e. Post or publish pictures of students engaged in typing, taking dictation, transcribing from dictation/transcription equipment, or giving reports in a business class
   f. Publicly announce names of students who are members of student groups, such as Future Business Leaders of America, Distributive Education Clubs of America, Office Education Association, etc.
8. Break each instructional unit down into its simplest form, sequencing the information to meet the individual student's needs.
9. Make all efforts student-centered rather than class- or subject-centered; discuss problems individually with students rather than as a whole class.
10. Keep directions short and simple. Present only one set of directions at a time. Be sure the directions are understood before proceeding to the next set of directions.
11. Walk around the room and check work at random, making sure that students have understood and are following directions.
12. Assign work that can be done in class and without long reading assignments
13. Use role playing to provide a common base for students with different backgrounds and frames of reference. Videotape the role playing and play it back for students to view.
14. Set up a "buddy system," although a better term might be partner or friend; pair students to help each other and to demonstrate skills. Whenever possible, the tutor/learner roles should be reversed to give each student maximum opportunity to learn from the experience.
15. Stress concrete and literal rather than theoretical and abstract ideas.
16. Stress completeness. Do not accept incomplete assignments. Allow as much time as needed to finish an assignment. However, if time spent seems unnecessarily long, break the assignment into smaller parts.
17. Provide assistance to students only when necessary. Stress independence. When given too much help, students hesitate to try difficult tasks.
18. Adjust teaching style to the learning needs of the student.

Instructional materials

1. Select teaching techniques, materials, methods, and procedures that will increase the student's competencies. Whenever possible, simplify the vocabulary of teaching materials to help keep instruction at the student's level. Consult with the reading teacher to determine the readability index to determine the reading levels of texts.
2. Be sensitive to the students' lifestyles and relate teaching materials to those lifestyles.
3. Correlate what the student learns to the demands of a working society. Relate instructional units to the real world or to the life situations of the students and their everyday needs.
4. Limit the amount of necessary reading by explaining, demonstrating, and using diagrams, charts, and pictures. The overhead projector is an excellent device for helping students understand.

Evaluation

1. When work is evaluated, accentuate the positive. Find something to praise, then point out things that need to be corrected. Special needs students are easily discouraged when their deficiencies are pointed out.
2. Evaluate special needs students on progress toward objectives set for them. Do not expect special needs students necessarily to attain the same performance standards as regular students. Each student should be evaluated on a developmental basis.
3. Make sure that all students understand the evaluation system. Using a point system may be more motivating than grades, especially D and F grades.

Classroom management

1. Be firm, maintain discipline, and be honest with students without being unkind or rude.
2. Use a pleasant voice to request discipline and order. Chaos is uncomfortable for most students, and they usually will respond favorably to kind but firm requests for order.
3. Be careful about using hands to control students, since many special needs students do not like, and cannot tolerate, being physically touched. The teacher's voice and presence must be the means of exercising strength and control in the classroom.
4. Have work for students to do from the moment they enter the classroom until they leave.

General suggestions

1. Set up a communication system with parents to discuss the student's needs.
2. Demonstrate interest in, and concern for, each student.
3. Help each student develop a positive self-image of himself or herself.
4. Get to know the students well; invite their confidences.
5. Be alert to moods and attitudes of students, providing them with opportunities to discuss frustrations and misunderstandings.
6. Do not neglect the needs of regular students in class by spending too much time with special needs students.
7. Have pencils, pens, notebooks, paper, etc., available for the few students who inevitably forget to bring theirs; however, set up a reward system for those who seldom or never forget.

References

1. Ryor, J. Integrating the handicapped. *Today's Education*, 1977, *66*, 25.
2. How the law will affect you: A guide to the new handicapped act. *NEA Reporter*, No. 7, 16, 6.
3. *Ibid.*

Division III
Section B

Business Education in the Small School

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Business education in the small school

The small school often must recognize limits not encountered by the larger school. These limitations center around five areas:

1. Limited faculty available to offer a variety of courses.
2. Limited diversity of faculty certification to cover a wide range of subjects.
3. Limited enrollment to justify a broad course offering.
4. Limited budget to support the acquisition of technically advanced machines.
5. Limited community resource people.

Together these limitations often mean that the breadth and depth of curriculum possibilities will be much more restricted in the smaller schools.

While it will never be possible for the small school to adopt a curriculum similar to the large school, it may be possible for the small school to enhance the educational opportunities offered to its students in a variety of ways.

Class and grade combinations

It may be possible to combine classes so that additional educational opportunities are given. Examples might be Accounting I and II; Office Procedures and Secretarial Procedures; Typing I and Typing II; Shorthand I and Shorthand II. Courses may need to be open to students from several grade levels and then offered alternate years.

Business lab settings

In order to conserve teacher time, the class combination concept can be enlarged. In the business lab setting, several business courses of different types are offered during the same period on an individualized and/or independent study basis. The teacher and the students jointly set work and assignment schedules. Such lab situations work best if there are 15 or fewer students involved.

Special assignments

The teacher may be able to expand the opportunities in some classes by making special assignments or by allowing students to advance at their own speed so that more than the normal class material is covered by some of the students.

Independent and directed study

The teacher can use independent and directed study courses as a method of enriching the educational opportunities of the students who have particular or specialized interests. The use of student contracting is an effective way of managing independent study.

Related courses

In some cases, the student's education in business can be enhanced by careful selection of all or parts of other courses taught in the school. Agriculture, home economics, English, and math are courses which are especially applicable in many situations. The small school with a closeknit faculty and administration may especially lend itself to these cooperative efforts. In those classes, the business teacher could work with the instructors to develop appropriate business topics and units.

Part-time instructors

In some situations, part-time people may be hired to teach independently or under the direction of the business education teacher to meet particular needs of the school system and the students. Some school districts are now combining resources to share a business education teacher. Care must be taken to meet certification requirements and master contract limitations.

Work situations

Quite often work situations can be established either inside the school or in the community which will enhance the student's learning. Offices, retail businesses, and other types of small businesses are especially adaptable to this type of learning.

Use of off-campus learning centers

The students knowledge and ability to understand and use specialized office machines and equipment can often be enhanced by some off-campus learning situations. Many offices and businesses have more sophisticated machines than the small high school can afford. Cooperative arrangements may be worked out to teach at these locations. Banks, insurance offices, and newspapers are especially good for this type of arrangement.

Leasing of equipment

Small schools, in some cases, may be able to lease or borrow equipment for short periods of time to give the student a concentrated exposure to the more advanced technology. This may be possible even if purchase is out of the question.

Area education agencies

Shared programs with other schools through the area education agencies may be used to enrich the offerings to the students or to provide advanced technological machinery in the classroom.

Area vocational-technical schools and community colleges

As a final note, it should be emphasized that while the small school may have limited faculty, students, and budgets, they, like the small business, are in a position to be more flexible and innovative.

Special arrangements for students to attend area vocational-technical schools and/or community colleges on a part-time basis may be a possible way of expanding educational opportunities.

Division III
Section C

Local/Regional Vocational Training Demands

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Local/regional vocational training demands

(Employment Standards)

Business education has traditionally encompassed two major emphases: (1) To provide education for and about business so that students would leave school with personal economic competence to conduct their own personal business affairs successfully, and (2) To provide education for successful careers in business as employees in a competitive job market, or as owners and managers of businesses.

Good business education programs will reflect both emphases, but not necessarily as separate entities. Rather than subject-matter-oriented programs, there has been a change toward employer-needs- and employee-needs-oriented programs, with realization that the individual's personal economic success is largely dependent upon his career.

How, then, do business educators provide this education? Demands of the prospective employers who will be hiring the products of business education in our schools provide excellent guidance. The use of local surveys, interviews, and published research projects will reveal the needs, and related course content changes can be made accordingly. This information should be updated from time to time, of course.

How important is it for students to have job-entry skills upon high school graduation? According to data collected by the Guidance Services Section of the Iowa Department of Public Instruction, 54 percent of the 42,236 students who graduated from the state's high schools in the spring of 1980 went on to higher education or some other type of postsecondary training in the 1980-81 school year. This means, of course, that almost half (19,429) of the students were candidates for immediate employment. In addition, there were a total of 8,436 dropouts (grades 7 through 12) that same year, who emerged, with even less preparation, into the world of work.[1]

The same sources which provide guidance for students in making career choices can also be helpful sources for the business educators to prepare students to fulfill those career choices. One such guide is the Career Information System of Iowa (C.I.S.I.). C.I.S.I. was developed in the Iowa Department of Public Instruction in 1974 to provide Iowans with vitally needed career information. It is updated each year.

Besides giving a 2-4 page description for each of their job titles, C.I.S.I. tells the individual what he/she should be able to do to get the job, gives a job description, entry-level average wage and wage range, working conditions, employment outlook and hiring requirements, preparation and training needed, helpful high school subjects, where to get the needed training, and where to get more information.

According to JoAnn Hennington,

> In establishing the need for business education programs, a comprehensive study should be made of the employment area served by the school district. With the high mobility of business employees, the scope of the business programs should reflect the needs of the broader job market that will be attracting the students. Employment trends for specific occupations should be obtained from national, state, and local sources. Advisory committees made up of business persons representative of the area served by the school district should be utilized to help decide local needs.[2]

Whether looking for a first job, changing occupations, or re-entering the labor market, Job Service of Iowa is an excellent source of information about jobs available. Hundreds of employment opportunities are listed daily in the state's largest job agency, which has branch offices throughout Iowa. The basic function of Job Service is matching qualified workers with available jobs listed in a computerized system throughout the state. It is the largest single source of job listings in Iowa, and no fee is charged to the job seeker.

Business education careers are usually geared to flourishing job markets. A *Des Moines Labor Area Supply/Demand Analysis* was prepared in 1981 by Jone Culp. This publication summarized the labor demand as follows:

> Most of the career type openings that were available during the second quarter of 1981 were clerical jobs ... Clerk-Typists, one of the highest demand jobs, were needed by nearly all industry groups, especially insurance companies and business services ... Administrative Clerks, which are also in high demand were needed by wholesale distribution firms, medical services, legal services, and nonprofit organizations.[3]

This survey also listed other occupations for which "there is not usually an adequate supply of qualified applicants — Accountant/Auditor, Programmer, Accounting Clerk, Keypunch Operator, Maintenance Mechanic."[4]

The list of occupations for which there is usually an adequate supply of workers available included Clerical-Sales, Service, and Trade. A comment was added that "in some cases, especially for clerical, sales, and service openings, the applicants that are available do not have the type of work history, skills, appearance local employers prefer."[5]

Several sources emphasized the need for good keyboarding skill — typewriter, calculator, touch-tone telephone, computer. "Keyboards ... play important roles in computer-based information systems, records management, word processing, and telecommunications systems."[6]

Good communication skills are frequently listed as required competencies. Read the classified want ads in any newspaper, and communication skills are listed right along with typing, shorthand, accounting, salesmanship, etc. Vanhuss states that:

> estimates indicate that of the time spent communicating, approximately 45 percent is spent listening, 30 percent is spent speaking, 16 percent is spent reading, and 9 percent is spent writing. The business education curriculum must provide opportunities for students to develop competencies in listening, speaking, reading, and writing as well as opportunities to develop sensitivity in nonverbal communications ... The vocabulary used in instructional materials for business classes should be realistic and comparable to the vocabulary used in modern offices.[7]

More and more job listings are requiring varying degrees of skills pertaining to computers. According to *The Source — Jobs and Careers in Iowa 1981-82*, "If you're a person searching for a career, the word COMPUTER should make you think JOBS, JOBS, JOBS! According to most experts, computer-related occupations may very well be THE expanding field of the 1980's."[8]

The Source also quotes H. Phillip Howard and Debra Rothstein of the U. S. Bureau of Labor Statistics, "Computer occupations are expected to be the most rapidly growing occupational group in the economy over the next decade."[9]

Again quoting *The Source*, "All vocational education programs stress helping students improve their chances of getting a job by developing good work habits and attitudes, as well as the job skills needed."[10]

In conclusion, business employment demands in Iowa include:

- good work habits,
- positive attitudes,
- acceptable personal appearance,
- the traditional business skills from the most basic to the highly skilled levels of competence, with heavy emphasis on keyboarding,
- well developed skills in the four types of communications — reading, writing, speaking, listening — as well as nonverbal communication,
- much emphasis on various levels of computer skills

And, it is hoped that the "positive attitudes" will include a willingness to "keep current," be flexible, and to retrain with the advancements in technology.

Sources of information on employment standards can be found in the following sources:

Surveys of local employers
Conventions, conferences, workshops
Job Service of Iowa
Advisory Committees
C.I.S.I.

The Source, Jobs and Careers in Iowa (Des Moines, Iowa: Iowa State Occupational Information Coordinating Committee, 1981-82) (or updated version)

Iowa Labor Supply/Demand Analysis by Jone Culp. (Des Moines, Iowa: Iowa Department of Job Service Research and Analysis Department)

Current Business Education publications
Want Ads
Personnel Officers
People currently employed
Private Employment Agencies
Recent Graduates of your program

Bibliography

[1]*Iowa Guidance Surveys* (Des Moines, Iowa: Department of Public Instruction, 1981, pp. 48-49.

[2]JoAnn Hennington, "Developing Education for Business in the Secondary School," *NBEA Yearbook No. 15* (Reston, Virginia: National Business Education Association, 1977), p. 87.

[3]Jone Culp, *Iowa Labor Supply/Demand Analysis* for April 1981-June 1981, (Des Moines, Iowa: Iowa Department of Job Service Research & Analysis Department, 1981), p. 4.

[4]*Ibid.*, p. 6.

[5]*Ibid.*, p. 10.

[6]Susie H. Vanhuss, "Impact of Technology on Communications and Interpersonal Relationships," *NBEA Yearbook No. 19* (Reston, Virginia: National Business Education Association, 1981), p. 21.

[7]*Ibid.*, p. 22.

[8]*The Source*, Jobs & Careers in Iowa, (Des Moines, Iowa: Iowa State Occupational Information Coordinating Committee, 1981-82).

[9]*Loc. cit.*

[10]*Ibid.*, p. 3.

Division III
Section D
Business Education Advisory Committee

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Business Education Advisory Committee

The school system must know the real needs and wants of business if it is to serve effectively the manpower needs of the changing world of work. The community, in turn, should know what is being taught. There must be a two-way system of communication to maintain a working relationship so that both can share in the responsibility of educating the work force for a changing tomorrow. One of the most effective ways of providing a two-way system of communication is through the use of an advisory committee. The business educator is a logical person to lead the school's efforts to achieve close ties and meaningful relationships with the business leaders in the community.

Advantages of an advisory committee

1. An advisory committee is the public relations team for the promotion of the business education program.
2. It serves as a liaison between the business community and the school.
3. Placement opportunities in the community result from an active advisory committee.
4. The advisory committee can serve as a catalyst, causing the administration to assist the business educator in securing a quality program.
5. The advisory committee can serve in recruiting students into the business education program.
6. The advisory committee can serve as guest speakers in business classes.
7. The advisory committee can serve as a suggestive force in course planning.
8. The advisory committee has no administrative or legislative authority — its role is to give advice.

Committee personnel

Experience and enthusiasm for business education are two of the most important qualities to look for in potential advisory committee members. They also should have integrity, be civic-minded, responsible, and cooperative. They must be available and willing to attend meetings as often as necessary, and they should stay well informed about school activities.

There should be at least five people on the committee, with a maximum of fifteen. The optimum size is from nine to twelve. Care should be taken to ensure a cross-representative selection of the community: some executives, some employees, union representatives if applicable, a school representative, and a student; and should be multi-cultural and non-sexist.

Appointment of members should be an official act of the board of education or its designated representative. It is good psychology to send a letter of invitation to each member, signed by either the chairperson of the board of education, the superintendent, or the dean of the school. This helps to assure the school administration that the advisory committee will not undermine its authority, and to ensure that the members of the advisory committee will understand their role in the school organization. Appointment by the highest school authority gives prestige to the members of the committee.

The business education department head should confer with these members individually and explain the benefits of the advisory committee concept and the individual benefits to the committee member. The member should be informed of the purpose of the committee and how his/her contribution can be valuable.

Committee meetings

For the advisory committee meetings, an agenda should be developed and followed to ensure that the meeting accomplishes its objectives. The first meeting is used to acquaint the members with the roles, functions, philosophy, objectives, and purposes of business education. The first meeting is also used to elect a chairperson, choose a meeting place, and set the dates for future meetings. The business education department head should serve as secretary to take minutes, to inform members of future meetings, to keep a file for all pertinent information, to send out a newsletter, etc.

Possible advisory committee activities

1. Promote a business education week in their respective businesses and involve other local businesses in the promotion.
2. Explain the program to others in the business community.
3. Set aside an evening to aid students in preparing for job interviews.
4. Help the business educator prepare a program evaluation.
5. Help with business community surveys.
6. Utilize personal knowledge of definite employer needs regarding skills needed by potential employees.
7. Encourage students to attend their business/professional meetings.
8. Aid the business educator in preparing instructional sequence.
9. Inform the school board about policies which will pertain to effective, efficient business education.
10. Inform students about career opportunities.
11. Gather and donate to the business education department trade magazines from the business community.
12. Aid student in setting up a youth organization project.
13. Help in obtaining special business forms for business students' use.
14. Help in obtaining equipment for use in the business education department; i.e., used memory typewriter when a business decides to get a more sophisticated machine.
15. Serve as guest speakers or resource persons in the business education classes.

Division III
Section E

Professional Organizations for Business Education Teachers

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Ankeny, Iowa

AVA — Classroom Educators of Business and Office Education (CEBOE)
AVA — National Association of State Supervisors of Business Education (NASSBE)
AVA — National Association of Supervisors of Business Education (NASBE)
AVA — National Association of Teacher Educators of Business Education (NATEBE)
Administrative Management Society (AMS)
American Accounting Association
American Business Communications Association
American Council on Consumer Interests
American Federation of Teachers (AFT)
American Marketing Association
American Vocational Association, Inc. (AVA)
Association for Computing Machinery (ACM)
Association for Systems Management (ASM)
Association of Records Managers and Administrators (ARMA)
Delta Pi Epsilon
Association of Information Systems Professionals (AISP) (*formerly known as IWP*)
Iowa Business Education Association (IBEA)
Iowa Marketing Educators (IME)
Iowa Office Education Coordinators Association (IOECA)
Iowa State Education Association (ISEA)
Iowa Vocational Association (IVA)
Joint Council on Education and American Economic Association
Marketing and Distributive Education Association (MDEA)
National Association of Accountants
National Association of Business Teacher Education (NABTE)
National Business Education Association (NBEA)
National Education Association of the United States (NEA)
North-Central Business Education Association
Professional Secretaries International (PSI)
Sales and Marketing Executive International

Professional organizations for business education teachers

In the fast-changing business world, it is essential for the business teacher to keep up with the changes. In order to do this, teachers need the assistance of experts in the fields of business education, other professionals, and of lay people — all of whom share the objectives for keeping business education current and meaningful to the student. Belonging to professional organizations is one of the best ways of keeping abreast of changes in the business world. There are many types of professional organizations a teacher may belong to. These include teacher organizations, as well as business organizations.

Through professional organizations you have opportunities to attend meetings and seminars put on by leaders in the business and education world. Most organizations also have newsletters or magazines that come out regularly that contain information that can help you in your classroom instruction.

The following is a list of organizations that you, as a business education teacher may belong to:

International and national

***Organization has a chapter in the state of Iowa**

*Administrative Management Society (AMS)
Willow Grove, Pennsylvania 19090
Professional administrators in administrative services, financial, personal, systems and information management; educators and management consultants. Promotes applications of scientific methods to commerce and industry for the purpose of increasing productivity, lowering costs, and programs and course of study; encourages and participates in research; promotes sound employer relationships. Presents Merit Awards. Sponsors professional accreditation for Certified Administrative Manager.

*American Accounting Association
5717 Bessie Drive, Sarasota, Florida 33581
Promotes research and education in accounting. Sponsors fellowship program to furnish financial aid to Ph.D. candidates in accounting.

American Business Communications Association
911 South Sixth Street, University of Illinois
Champaign, Illinois 61820
Offers placement service; bestows awards; sponsors research programs.

American Council on Consumer Interests
Stanley Hall, University of Missouri, Columbia, Missouri 65201
To stimulate an exchange of ideas among consumer groups and between them and other groups in the economy: to contribute to a better understanding of the role of the consumer in the economy as well as of the producer and distributor: to contribute to more effective research and fact finding: to disseminate information on consumer problems: to promote better consumer education. Presents annual award for outstanding research in any topic of relevance to consumer welfare.

*Association for Computing Machinery (ACM)
1133 Avenue of the Americas, New York, New York 10036
Computer scientists, engineers, physical scientists, business system specialists, analysts, and social scientists interested in computing and data processing. To advance the sciences and arts of information processing including, but not restricted to, the study, design, development, construction and application on modern technology, computing techniques and appropriate language for general information processing, storage, retrieval, transmission/communication and processing of data of all kinds, and for the automatic control and simulation of processes. Maintains 31 special interest groups. Presents awards for distinguished service and outstanding work in the computing field.

*Association of Records Managers and Administrators (ARMA)
4200 Somerset, Suite 215 Prairie Village, Kansas 66208
Administrators, managers, supervisors, specialists, educators and others interested in study of efficient records-making and records-keeping. Seeks to promote a scientific interest in records and information management; to provide a forum for research and the exchange of ideas and knowledge; and to furnish a source of records and information management guidance. Conducts research in standardized alphabetical filing, shelf filing methods and equipment, machine processed data control, microfilm systems, records protection, forms/reports management, and retention practices. Collaborates with American Standards Association on office practices and equipment. Presents three awards annually: (1) Britt Literary Award for outstanding article written on subject during the year; (2) Award for Merit, for outstanding contributions to the profession; (3) Distinguished Achievement Award for singular professional achievement and contribution to the information/records management profession. Maintains placement service, speakers bureau.

*Association for Systems Management (ASM)
24587 Bagley Road, Cleveland, Ohio 44138
International professional organization of administrative executives and specialists in management information systems work serving business, commerce, education, government and the military, and concerned with communications, electronics, equipment, forms control, human relations, organizations, procedure writing and systems applications. Offers one, two, and three-day seminars and conferences and five-day courses in all phases of administrative systems and management. Maintains library of 700-800 volumes of administrative systems and business management.

American Vocational Association, Inc. (AVA)
2020 N. 14th Street, Arlington, Virginia 22201
Teachers supervisors, administrators and others interested in the development and improvement of vocational, technical and practical arts education. Areas of interest include: industrial cooperative training programs; part-time classes for adults; supervisory and foreman training; technical training at sub-college levels; trade preparatory classes. Works with such government agencies as: Rehabilitation in Department of Health, Education and Welfare; Veterans Administration; Office of Vocational and Adult Education; Home Economics Education; Industrial Arts Education; Manpower Training; Marketing and Distributive Education; New and Related Services; Technical Education; Trade and Industrial Education.

Other divisions of AVA:

Classroom Educators of Business and Office Education (CEBOE). Acts as a representative voice for business and office education teachers in public and private schools. Supports programs and activities in cooperation with the American Vocational Association and other business education organizations.

National Association of Supervisors of Business Education (NASBE). Acts as a representative voice for local supervisors of business and office education programs in public and private schools. Supports programs and activities in cooperation with the American Vocational Association and other business education organizations.

National Association of State Supervisors of Business Education (NASSBE). Acts as a representative voice for local supervisors of business and office education programs in public and private schools. Supports programs and activities in cooperation with the American Vocational Association and other business education organizations.

National Association of Teacher Educators of Business Education (NATEBE). Acts as a representative voice for teacher educator in public and private schools. Supports programs and activities in cooperation with the American Vocational Association and other business education organizations.

Marketing and Distributive Education Association.
MDEA is a professional organization for instructors, teacher-coordinators, local and state supervisors, teacher-educators, and other personnel responsible for maintaining, improving, and supporting marketing and distributive education programs. Its pur-

poses are to develop high professional standards among the membership, to foster a better understanding of marketing and distributive education and its importance; to improve MDE by encouraging the dissemination of new ideas, fostering practical research, implementing promotional plans, and providing conferences and seminars; to support the MDE student organization; to establish a unified position on issues, policies, and legislation; to provide opportunities for leadership development and professional growth; to improve relationships with other agencies, organizations, and institutions; and to serv as a catalyst for business support and involvement.

*Delta Pi Epsilon
National Office, Gustavus Adolphus College, St. Peter, Minnesota 56082
Professional fraternity — men and women, business education. Gives Research Award annually.

*Association of Information Systems Professionals (AISP) (*formerly known as IWP*)
1015 North York Road, Willow Grove, Pennsylvania 19090
Individuals interested or actively participating in the development and use of improved information word processing methods and systems. AISP is primarily oriented toward internal text-based information systems within companies and deals with application of automation to the transfer of ideas to paper or electronic storage through use of dictation equipment, computerized high-speed typewriters and related hardware. Encourages exchange of ideas and experiences among members and the general business community. Conducts annual salary survey. Maintains library on word processing, data processing and information processing. Bestows awards; maintains speakers bureau; conducts specialized education.

Joint Council on Education and American Economic Association
1212 Avenue of the Americas, New York, New York 10036
Economists and educators dedicated to improving economic education by improving the quality and increasing the quantity of economics being taught in schools and colleges. Initiates curriculum development and research; experiments with the new economics courses and ways to prepare teachers and students; provides updated teacher-pupil materials; coordinates national and local programs in economics education. Provides consultant services to educators; sponsors conferences and workshops; tests new methods in practical school situations; college campuses and 580 cooperating school systems. Presents National Awards for Teaching of Economics.

*National Association of Accountants
919 Third Avenue, New York, New York 10036
Management accountants in industry, public accounting, government and teaching; other persons interested in internal and management uses of accounting. Conducts research on accounting methods and procedures and the management purposes served. Sponsors competitions. Presents annual awards for manuscripts and certifies award management accounting. Offers continuing education programs comprising courses in management accounting areas. Maintains library (700 volumes), placement service and speakers bureau. Sponsors the Stuart Cameron McLeod Society.

National Business Education Association (NBEA)
1906 Association Drive, Reston, Virginia 22091
Teachers of business subjects in secondary and post-secondary schools and college administrators and research workers in business education; businessmen interested in business education; teachers in educational institutions training business teachers. Administers Student Typewriting Tests for measuring proficiency of students at end of semesters one through four and National Business Competency Tests for high school and college students preparing for career in business. Bestows awards.

National Association of Business Teacher Education (Division of NBEA)
An institutional division of National Business Education Association. Colleges and universities with programs for the education of business teachers. To improve and advance business teacher education. Operates Business Education Research Foundation.

National Education Association of the United States (NEA)
1201 16 Street, N.W., Washington, D.C. 20036
Professional organization of elementary and secondary school teachers, college and university professors, administrators, principals, counselors and others interested in American education.

*Professional Secretaries International (formerly National Secretaries Association) (PSI)
2400 Pershing Road, Crown Center G10, Kansas City, Missouri 64108
Owners and managers of professional secretarial services. To organize cooperative buying of secretarial equipment and supplies. Provides group rates on insurance. Sponsors advertising and educational programs through seminars and workshops.

*American Federation of Teachers (AFT)
11 Dupont Circle, N.W., Washington, D.C. 20036
Promotes collective bargaining for teachers and other educational employees. Conducts research on teacher stress, educating the handicapped and other educational issues. Lobbies for passage of legislation of importance to education and the labor movement. Presents annual Human Rights Award; bestows grants in education and labor areas.

*American Marketing Association
222 S. Riverside Plaza, Suite 605, Chicago, Illinois 60606
Professional society of marketing and marketing research executives, sales and promotion managers, advertising specialists, teachers and others interested in marketing. Fosters research; sponsors seminars, conferences and student marketing clubs; provides educational placement service and doctoral consortium.

*Sales and Marketing Executive International
380 Lexington Avenue, New York, New York 10168
Executives concerned with sales and marketing management, research, training, and other managerial aspects of distribution. Members control activities of 3,000,000 salesmen. Undertakes studies in the fields of selling and sales management; sponsors Sales Management Institute, sales workshops, rallies, clinics, and seminars. Conducts career education programs, working with teachers, establishing sales clubs and fraternities, and cooperation with Junior Achievement and Distributive Education Clubs of America to interest young people in sales careers. Conducts marketing information center. Offers Graduate School of Sales Management and Marketing at Syracuse University. Grants awards to sales and business executives and educators. Seeks to make overseas markets more accessible by interchange of selling information and marketing techniques with executives in other countries; affiliated associations are located in 49 countries in the world.

Regional

North-Central Business Education Association (associated with NBEA)

State and other

Iowa Office Education Coordinators Association (IOECA) Organization for educators in the field of office education.

Iowa Business Education Association (IBEA)
Associated with National Business Education Association

Iowa Marketing Educators (IME)
Organization for educators in the field of marketing education.

Iowa State Education Association (ISEA)
Associated with National Educational Association of the United States

Iowa Vocational Association (IVA)
Associated with American Vocational Association, Inc.

Division III
Section F

Student Organizations

Vern Fennell and *Jayne Sullivan*, Compilers
Department of Public Instruction
Des Moines, Iowa

Distributive Education Clubs of America
Future Business Leaders of America — Phi Beta Lambda
Future Secretaries Association
Office Education Association

Student Organizations

The commitment to student organizations stems from the belief that the total development of individuals is essential to the preparation of competent workers. Research and experience have shown us that student organization activities are the most effective way to teach some of the critical skills that are necessary if our students are to reach their fullest potential.

The organizations are designed to allow students a vehicle for exploring their interest in an occupational field and to learn and refine leadership, social and citizenship skills. A significant part of their appeal is the opportunity they provide for sharing interest with students in other communities throughout the country.

Student organizations link the development of human relations skills to work, helping students to see that personal qualities are as important as specific job skills in assuring success in their chosen occupations. It is this special connection to work that gets these organizations apart from other groups students might choose to join.

In 1974, the United States Office of Education (now the Department of Education) recognized the vital role of the student organizations in a policy statement establishing the fact that these groups were intracurricular activities and that federal monies could be used for certain activities of the organization. This made it possible for business educators to integrate activities into the regular laboratory or classroom curriculum rather than limiting organization work to what could be done outside regular school hours.

Student organizations are one of the most highly visible components of business education programs and a means for linking students and educators to all other segments of the community.

Student organization activities are good public relations. They promote a general public awareness of the good work that students in business education programs are doing to better themselves, their communities, states, the nation and the world. Working with civic, social, business and labor groups on community projects is an excellent way of getting students oriented to the adult world. This contact helps these groups see and shape the next generation of workers. Often the student organization work in the community provides the impetus needed to get representatives of business and industry involved in advisory committees that give valuable guidance to the instructional program.

Vocational understanding

Of course, the primary objective of any vocational education program is preparing students to enter their chosen occupation or to establish an occupational goal. Student organization activities can aid in achieving this objective by providing opportunities for students to see all facets of the world of work. They can also help students set goals for improving their employability and productivity levels since activities emphasize high standards of job performance.

Your students' work lives will stretch over 40-50 years. Students should begin to set some long-range goals for themselves. Long-range goals may answer such questions as, "Where will I be twenty years from now?" "Will my occupational pattern change over time?"

Students should understand that the basic skills they are learning now could be applicable in a variety of occupations. They should see all of the relationships. Because of rapidly changing technology and other factors, the average person will change occupations four or five times during the working life. Career planning at an early age may help make students more flexible in accepting the inevitable changes.

Leadership development

Student organization activities provide opportunities for members to develop competent and effective leadership skills such as basic management techniques, knowledge of club business procedures and decision-making ability. Leading or participating in committee activities, group discussions and chapter meetings provides opportunities needed to learn how to handle a variety of situations that are likely to be duplicated in the workplace.

Teaching leadership also helps the student develop the ability to follow. Most leaders know how and when to follow.

From leading and following the student begins to understand the true meaning and importance of cooperation. Cooperating with others on a committee is the primary way in which the work of the student organization gets done. Once students acquire the habit of cooperating, they will find that they can advance faster and further than those who have never learned this skill.

Civic consciousness

Students who have learned about community involvement through participation in various student organization activities and projects are more likely to seek leadership positions in the community as adults.

Young people have a natural tendency to revolt against the "system." Often their revolt is caused by a lack of understanding of the inner workings of our democratic system with its opportunities for individual freedom. Helping them to understand the workings of government and the most effective way to change it will allow them to become active and contributing adults.

Social intelligence

Learning to function in social situations is an important part of getting along in today's society. Student organization activities can help students learn how to talk to others, to use good manners, to make friends easily and the other amenities that will allow them to function in almost any situation.

Building self-confidence

We all set limits for ourselves. These limits are based primarily upon our past successes and failures. The chapter advisor can provide opportunities for students to achieve success. Once they are successful, students' self-confidence grows.

Thrift

Thrift not only means saving money but also saving time. The ability to plan the wise use of time and/or money will be a valuable asset throughout life. By being involved in budgeting time and money in a student organization, students form a habit with lifetime benefits.

Scholarship

Scholarship is more than the ability to read, write and speak. Scholarship is as much an attitude as anything else. Scholars do their work neatly, completely and punctually. They do not put off the "head work" any more than the "hand work." They know, within reasonable limits, what work will be acceptable and the amount of time and effort required. They also take pride in their accomplishments.

Effective use of leisure time

With our work day and work week becoming shorter all the time, we must give more thought to our leisure time. Leisure time is an individual's own creative time. One should do things with it that provide a feeling of accomplishment. Leisure time is used as one wants to use it. Hobbies or other avocational activities are enjoyed during this time.

Leisure time can be very productive, but students often need guidance as to just how to use it; and experience in an organization can provide that guidance.

Spirit of competition

The American way of life is based upon the competitive spirit. Competition with oneself or others is stressed from the cradle to the grave. We compete for the love of our parents; we compete for attention from our peers; we compete for jobs and promotions; we compete with ourselves when we try to improve in any way. The competitive activities of the student organizations are food for our competitive appetite. The most valuable aspect of competitive activities is the emphasis on building excellence by teaching students to compete with themselves (not others) for perfection.

Respect for work

Today, the news media are full of reports about the problems occurring in business and industry because of a general lack of respect for work. It appears that with the coming of the industrial revolution and now the age of technology, our pride in craftsmanship has suffered. The student organizations are becoming widely known for their efforts in rekindling the spirit of pride in craftsmanship.

Ethics

Every occupation or profession is bound by a code of ethics. A code of ethics is the standard by which people in an occupation or profession conduct themselves. One cannot imagine the chaos that would result if all our codes of ethics were suddenly revoked. Students can learn about and begin to practice the ethics of their chosen profession through the student organization.

Understanding employer/employee relationships

Employees are directly dependent upon employers, and employers are directly dependent upon employees. Both groups must work together if production is to take place. Students must understand the interdependence of management and labor if they are to take their rightful place in the business world.

All of the objectives of student organizations are directed toward one ultimate goal — self-improvement. The greatest challenge that any vocational teacher faces is that of helping students raise their beliefs about themselves.

Office Education Association

O.E.A. is a secondary, post-secondary and collegiate student organization that is an integral part of the education program designed for "Developing Vocational Competency in Office Occupations" at the local, state and national level.

Distributive Education Clubs of America

DECA — Distributive Education Clubs of America — identifies the program of youth activity relating to M/DE and is designed to develop future leaders for marketing and distribution. Purposes are (1) to develop a respect for education in marketing and distribution which will contribute to occupational competence, and (2) to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

Future Business Leaders of America — Phi Beta Lambda

FBLA-PBL is a national association of intermediate, high school, vocational, junior college, college and university students and their alumni interested in business or business education careers. Membership is open to any student currently enrolled in the business curriculum. The organization has a complete program of leadership development at the local, state and national level. It operates as an integral part of the business curriculum to create more interest in and understanding of American business enterprise.

Future Secretaries Association

FSA is for any student enrolled in a secondary program in high school or any higher level of education. FSA is sponsored by Professional Secretaries International (PSI); and with their guidance, the students have opportunities to plan educational programs, civic projects, and social activities. The objectives of the association are to stimulate interest in the secretarial profession, develop a better understanding of secretarial responsibilities, and provide the basics necessary for the preparation of future professional secretaries.

Division III
Section G

Public Relations and the Business Educator*

Patty Jensen, Compiler
Valley High School
West Des Moines, Iowa

*Reference: "This We Believe About the Role of the Business Educator in Public Relations," PCBEE, 1974.

Public relations and the business educator

A public relations program that is concerned with public attitudes and identifies the policies, procedures, and methodology of business education in terms of public interest is one of the major factors in a successful program in business education. Business educators must accept responsibility for developing sound, positive, and well-planned programs of public relations which interpret the many facets of business education in developing social values, economic literacy, and occupational competency.

An effective public relations policy begins within the school. Therefore, the business educator should:

1. Manage an effective, efficient learning environment.
2. Exemplify strong personal integrity.
3. Work with counselors and teachers from other disciplines by providing accurate, timely information about business education. Convince other faculty members that academic students can benefit from vocational education. Get permission to speak to English or Social Studies classes to recruit students.
4. Plan recruitment programs for the junior high. Students from your classes can be used to explain the advantages of business courses. Recent graduates now working can relate their work experiences.
5. Communicate with parents. Send a letter to parents of ninth graders explaining your program. Stress the importance of your courses as survival skills. Include a course sequence chart to help them in planning the student's high school schedule.
6. Use course catalogs and student handouts to promote business courses. Write the course descriptions in understandable terms; make the course sound interesting and useful.
7. Encourage students to use such in-school media, as newspapers, bulletin boards, assembly programs, closed-circuit television, and public address systems in the promotion of business education.
8. Encourage students to support and participate in local, state, regional, and national student organizations.
9. Direct student programs toward public service and community involvement.
10. Implement a program which allows business students to apply business education knowledges, attitudes, and skills in a business or industrial setting.
11. Assist students in securing appropriate employment.
12. Maintain interest in former students through follow-up studies.

An effective public relations policy continues outside the school. Therefore, the business educator should:

1. Establish a close relationship with local businesses and employment agencies. This will be helpful in planning field trips, placing students in jobs, and collecting occupational data.
2. Conduct surveys on job opportunities, duties performed, and equipment used in business. This will help keep your curriculum up to date and allow you to prepare students adequately for available jobs.
3. Arrange and conduct field trips through which school and community information exchanges will take place.
4. Initiate programs for classroom presentation by resource persons affiliated with the community, business, and industry.
5. Join and participate actively in organizations whose membership is composed of representatives from local business and industry.
6. Create and use a representative advisory committee of the school and community to assist in the development, promotion, and modification of the business education program.
7. Develop a means of giving recognition to individuals and groups providing special service to business education.
8. Encourage continuing education programs in business education.

Division III
Section H

Sex Equity in Business Education

Jan-Saville-Grondahl, Author
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Sex equity in business education

Introduction

Vocational educators must not only strive to eliminate discrimination on the basis of sex but also take measures to overcome the effects of sex bias and sex stereotyping. In addition, state vocational education plans must specify in detail the state's policies and procedures to overcome sex stereotyping and to encourage enrollment by women and men in non-traditional courses.

Attention has been drawn to sex-role stereotyping and sex bias because of past sex discrimination experienced by women within the job market. However, it is important that a balanced perspective be developed and maintained by the elimination of stereotyping for men as well as women. Men may perceive opportunities for contribution and satisfaction in occupations dominated by females but may not choose that occupation because it is "a job for a woman." The goal is to eliminate stereotyping and gain equality of opportunity in all occupations. Teachers, counselors, administrators, and parents must be sensitive to their own attitudes and feelings to avoid imposing their biases on young adults.

As a result of various social and economic changes, more women have entered the paid labor force (currently 45%). By the year 2000, women will probably comprise at least 50% of the work force. Some of these changes which have caused more women to enter the labor force are:

1. There are more single-parent families in which the woman is the sole breadwinner.
2. The birthrate is much lower today.
3. There are more labor-saving devices for use in the home.
4. There is a need for two income families to have a higher standard of living and to lessen the effect of inflationary prices.
5. Women are becoming more educated.
6. In providing protection against discrimination, legislation and the courts have supported women's entrance into the labor force.
7. Institutions of higher education have started programs and provide counseling services especially designed for women preparing for employment opportunities, returning to or entering the job market.
8. A social structure exists which gives acceptance to women who are capable of succeeding in occupations other than those "traditional" occupations in which women have found employment.

Even though the number of males and females in the U.S. work force may eventually be equal, special efforts must be made to ensure that jobs are available to both sexes. Few jobs must actually be done by only one sex; many could be done by either sex. However, effort will continue to be necessary to erase some stereotypes which have existed in many people's minds for a long time.

Strategies for change

A basic way to achieve sex equity in education is for teachers to look at their attitudes and the ways they communicate both verbally and nonverbally to students and to others. They should be able to answer "yes" to all of the following questions:

1. Do you make an effort to change sex-stereotyped classroom materials?
2. Do you use resource people in the classroom to show females and males in non-traditional roles?
3. Do you write to publishers to complain about materials which reflect biases?
4. Do you provide supportive services and encouragement to students who are enrolled in courses which are not traditional?

Student activities

Many Student activities can be conducted to help students become aware of their biases and to overcome them. Different activities to be used in the classroom listed below can be helpful:

1. Invite several females and males who are in non-traditional jobs to participate in a panel discussion.
2. Invite people employed in non-traditional occupations to give presentations on their careers to students in class or at a student organization meeting.
3. Have students develop collages showing working men or working women. After they are completed, have the students compare the similarities and differences in the occupation shown.
4. Show students actual pictures of the world of work to prepare them realistically for the changes which are taking place.
5. Have students prepare career plans which are based on their aptitudes, abilities, and job requirements. Have them identify any obstacles or difficulties that they might encounter and indicate how they would overcome them.
6. Try to purchase classroom materials which are unbiased. If this is not possible, help students identify the biases.
7. Save "help wanted" columns from local newspapers. Have students identify ads specifically for women and men.

Achieving sex equity will involve modifying the attitudes of many people. Changing attitudes does not happen rapidly. It will happen through constant positive reinforcement.

Division III
Section I

Program Evaluation

Department of Public Instruction
Des Moines, Iowa

Program Evaluation

Similar to articulation, program evaluation is a systematic, ongoing process. Evaluation of the total educational program is as important as evaluation of the vocational or business education program.

What is program evaluation?

Program evaluation is the process by which curriculum, instructional activities and materials, and instructional staff are analyzed to determine if these and other essential components of the program are meeting student needs and environmental developments.

Why does the business curriculum need evaluation?

The business educator needs to evaluate programs to ensure their relevance and efficiency. The curriculum must keep up with changes in the world of work. Without periodic evaluation and subsequent revision, course content cannot remain relevant to the needs of the business world and the student. Secondy, the total program must be kept efficient and effective. The business educator must therefore examine all phases of the programming effort: formation of goals and objectives, steps taken in planning, needs assessment, program product, implementation, and evaluation.

Program evaluation can be approached by periodically completing the evaluation instruments provided in this section.

How are business programs and their components evaluated in Iowa?

Iowa school districts that provide comprehensive vocational education programs are evaluated every five years by a team of outside vocational personnel. Local school districts may request a DPI evaluation, which may include business education programs. DPI Business Consultants may be requested by local school districts to provide business department evaluations.

Three major goals of program evaluation are:

1. Determine the effectiveness of the total business education program.
2. Determine the effectiveness of the instructional program component in the various vocational education disciplines.
3. Determine the effectiveness of the preparation, orientation, and exploration levels.

What is the role of the business educator in program evaluation?

The business educator should conduct periodic self-evaluations of the needs assessment, goals and planning, program product, implementation, and evaluation phases. The business educator is encouraged to make and use copies of the following instruments when evaluating his or her program.

The program evaluation procedures that follow are divided into two areas:

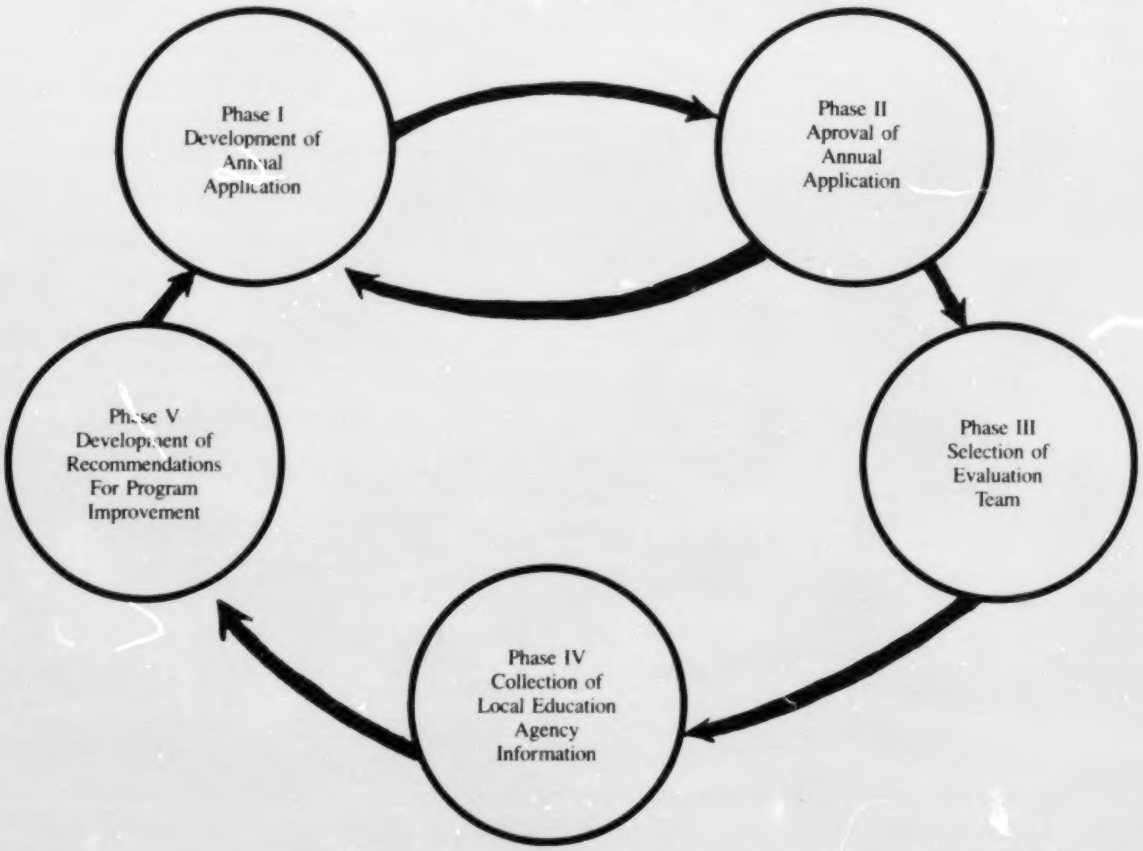
1. Federal reimbursed vocational programs
2. Non-Federal reimbursed programs

Federal reimbursed programs

Planning and Evaluation System

Implemented through provisions of Chapter 258, Code of Iowa and the Federal Vocational Education Act

Five-phase planning and evaluation model



Phase I — Annual development of the local application by local education agency* personnel.

Phase II — Annual review of the application by the staff of the Career Education Division in the Department of Public Instruction and approval by the State Board of Public Instruction.

Phase III — Selection of evaluation team by the local education agency consisting of a minimum of one member of the local education agency's general advisory council (representative of business, industry, labor, or agriculture), a staff member(s) of the local education agency and a staff member of the Department of Public Instruction selected by the state education agency. The local education agency may include other individuals on the team whose expertise, interest and assessment would promote quality and diversity of instructional and supportive services.

Phase IV — Collection and analysis of local education agency information available from the local and state education agency by members of the evaluation team. The state education agency desk audit will include the annual application (CE-100), student and employer follow-up surveys, certification status of staff, and the findings of the educational equity desk audit. Student and teacher perception surveys, assessment(s) of each approved program by the program advisory committee(s) and a self-study of the general administration and delivery of the programs, services, and activities will be conducted by the local education agency.

Phase V — Development of recommendation for programs improvement. The evaluation team shall summarize the findings from the various surveys, assessments and other information into a summary of findings, conclusions, and recommendations for improvement by the local education agency. The findings will be discussed with the personnel of the local education agency and presented in a written report submitted to both the local and state education agencies. The utilization of evaluation findings (recommendations) will be recorded on the annual application (CE-100) filed following year of this evaluation.

*local education agencies include elementary/secondary school districts, merged area schools, and area education agencies.

Goals of the planning and evaluation system

1. To promote and assist with the development and improvement of quality instructional programs, services, and activities conducted by local education agencies under the provisions of Chapter 258, Code of Iowa.
2. To encourage maximum utilization of local, state, and federal vocational aid allocated to eligible recipients and to assure a procedure of program improvement.
3. To provide the Career Education Division, Department of Public Instruction with necessary data for statewide planning and for assuring that appropriate procedures for review and improvement have been conducted collecting information that communicates accountability.
4. Assessing compliance with state and federal regulations by local education agencies.
5. Assessing the effectiveness of the instructional program and supportive services in meeting the student and employment needs.

Evaluation system components/goals

Planning — To study the adequacy of the planning process utilized within the agency and the outcomes of these efforts.

Operational Process — To study the quality and effectiveness of the vocational programs, services and activities provided to students.

Student Achievement — To study student achievement as a measure of program effectiveness.

Student Employment Success — To study student employment success as a measure of program effectiveness.

Educational Equity — To study student accessibility and equity of opportunity to participate in vocational program services and activities.

Services to Target Populations — To study the quality and effectiveness of services provided to target populations.

Student Services — To study the availability and effectiveness of student services in meeting student needs.

Community Resources — To study the utilization of community resources by the local education agency's staff.

Assessment instruments to be utilized by the local education agency

1. Student Perception Survey
   (existing students, includes both the student enrolled and those not enrolled in programs approved by State Board of Public Instruction under provisions of Chapter 258 Iowa Code)
2. Staff Perception Survey
   [all staff (administrators, instructional and support services) providing instructional and support services to students enrolled in and those not enrolled in programs approved by State Board of Public Instruction under provisions of Chapter 258 Iowa Code]
3. Program Assessment — Advisory Committee
   (conducted by program advisory committee)
4. Self-Study of Administration and Delivery of Instructional Programs, Services, and Activities
   (completed by a group of staff members representing the local education agency. At least one administrator, one counselor and one teacher of a program approved by State Board of Public Instruction under provisions of Chapter 258 Iowa Code shall be included in the group)

State education agency utilization of evaluation findings

The state staff shall utilize evaluation findings as a basis for:

1. Providing technical assistance to local education agencies.
2. Development of inservice activities to address identified personnel development needs.
3. Development of appropriate research, curriculum, and exemplary projects.
4. Managerial decisions regarding priorities for funding, staff needs, staff training, and assignments.
5. Development of the Accountability Report.

The state staff shall distribute to the local education agencies a composite evaluation summary of participating agencies' report(s).

Local education agency's utilization of evaluation findings

The local staff shall utilize evaluation findings as a basis for:

1. Developing the annual application (CE-100).
2. Establishing new programs and/or making program modifications.
3. Developing professional staff activities to address identified personnel development needs.
4. Making managerial decisions.

Self-study

Administration of Instructional Programs, Services, and Activities Conducted Through Provisions of Chapter 258, Code of Iowa and the Federal Vocational Education Act.

1. Does your educational agency have a philosophy statement and goals developed for vocational education programs? Attach a copy and comment on how they relate to the overall philosophy and goals of the agency and if they include educational equity.
2. Does your agency offer instruction and service specifically designed to prepare an individual for employment under:

a. Contract (proprietary schools)
b. Special agreement (jointly administered)
c. Cooperative training agreements (business and industry)
d. CETA (Comprehensive Employment and Training Act)

Which preparatory programs are offered through these arrangements? Is there a statement of assurance contained in each contract or agreement of nondiscrimination on the basis of race, sex, or handicap? How have these contracts or agreements contributed to the quality of programs or services provided to students?

3. Which of the following sources of information are utilized in planning programs designed to prepare students with general employability and job specific skills:
   a. Labor market demand information
   b. Interest surveys of current and potential students
   c. Student completer/leaver data
   d. Demographic, economic and sociological data
   e. Advisory committee/council input

   Comment on each source as to how current the data is and how it is used in the planning process.
4. What criteria does the agency use to determine priority of programs and services to be initiated, maintained and/or discontinued.
5. Does your agency conduct an annual, locally directed evaluation of the vocational education programs approved under Chapter 258, Code of Iowa? If so, identify the types of evaluation activities from the list below and comment as to how they have been utilized in improving programs.
   a. Local education agency student follow-up
   b. Employer follow-up
   c. Student evaluation of instruction
   d. Assessment of student services
   e. Assessment of instructional materials
   f. Evaluation of facilities
   g. Internal/external team review
   h. Evaluating career information program
   i. Personnel evaluation
   j. Assessment of services for disadvantaged and handicapped
   k. Assessment of student attainment of objectives
   l. Analysis of community resources
6. Identify any specific steps taken by your agency to eliminate discrimination, bias, and stereotyping on the basis of age, race, sex, national origin, disability, social and economic status in such areas as counseling, job placement, testing, career information, and students' organizations. Identify outcomes that have occurred as a result of these actions.
7. Does program enrollment over the past two or three years reflect the agency's policies and procedures to provide equal access? If not, what actions could be taken to remedy the situation?
8. Identify the activities your institution has taken to familiarize males and females with the opportunities available to them in nontraditional careers.
9. Identify from the list below the students who have access to job placement services.
   a. Enrolled students
   b. Dropouts/school leavers
   c. Recent graduates

   If job placement services are not currently available, what action if any is planned to initiate the service?
10. Describe the specialized student services provided for students in targeted population groups (e.g., disadvantaged, handicapped, limited English-speaking, etc.).
11. Identify the special services your agency provides to serve persons re-entering the labor market, persons seeking nontraditional careers, or displaced homemakers.
12. Describe the career exploration program available to students served by your agency and how it is related to the preparatory and supplementary programs.
13. Identify the techniques used to routinely inform the following groups of the approved instructional programs, services, and activities available.
    a. Junior high students
    b. Senior high students
    c. Out-of-school youth (7-12)
    d. Adults
    e. Minority groups
    f. Special needs groups
14. Are the admission policies and requirements for all approved programs, services, and activities clearly expressed, published, and widely disseminated and when appropriate written in bilingual form?
15. Before entering an instructional program, are potential students informed of the following conditions:
    a. Licensing regulations
    b. Physical and mental demands
    c. Salary ranges
    d. Economic and working conditions
    e. Job locations
16. Describe the assistance available to students for career planning.
17. Is a career resource center or another similar resource provided for the use of students, instructors, and counselors? Does it include current information about the following:
    a. Occupations
    b. Requirements for occupational entry
    c. Opportunities for occupational preparation
    d. Opportunities for employment in various occupations
    e. Employers who have hired former students
18. Are counselors, administrators, and teachers kept informed of institutional advisory council and/or program advisory committee meetings and encouraged to observe or participate?
19. How have guidance/student services (i.e. counseling, information, and placement) been made available to adults and out-of-school youth?
20. From the following list, identify when guidance/student services are available to students:
    a. Prior to entry
    b. At entry
    c. Before leaving
    d. Periodically while enrolled
    e. Upon student request
    f. After leaving program or institution
21. Identify the agency policies and/or procedures for vertical and horizontal articulation and comment on the effectiveness.
22. To what extent is time specifically allotted to and used by the faculty for curriculum planning and/or revision.
23. Describe the procedure(s) for evaluation of instruction.
24. Describe the measures of student achievement utilized and how these measures are used to improve programs.
25. Describe measures of student employment success utilized and how these measures are used to improve programs.
26. Describe how community resources in addition to advisory committees have been utilized to improve programs, services, and activities.
27. Describe the provisions made for staff development in your agency.

Staff perception survey

Instructions

For each of the following items, circle the response that most accurately reflects your opinion concerning your school.

Unless otherwise indicated, circle *only one* response per statement.

Reference to Vocationally approved programs in this survey relate only to those programs, services, and activities approved by the State Board of Public Instruction under provisions of Chapter 258 Iowa code.

1. Your primary area of responsibility is:
   a. Administration
   b. Instruction
   c. Guidance/Student Service
2. Do you feel the goals and objectives of vocationally approved programs in your agency are measurable, timely, and appropriate in light of the student population needs, local school district conditions, and progress made toward achieving these goals and objectives?
   a. Program goals and objectives generally not available.
   b. Program goals and objectives are available but do not adequately meet student needs.
   c. Program goals and objectives do not meet local district conditions.
   d. Program goals and objectives are not realistic in terms of progress made toward achieving them.
   e. Program goals and objectives are adequate but need some revision.
   f. Program goals and objectives are adequate with no improvement needed.
   g. Do not know.
3. In your opinion, how were previous evaluation efforts used to improve vocationally approved programs? (Example: NCA evaluation, DPI team visits, etc.)
   a. No previous evaluations were conducted.
   b. An agency wide formal evaluation system exists which promotes information for total program planning.
   c. Some informal evaluation activities exist which are used to improve vocational programs.
   d. Do not know.
4. In your opinion, have affirmative action steps been taken in your agency to insure that vocationally approved programs are accessible to ethnic minority students, students of both sexes, disabled students, students with limited English proficiency?
   a. Yes
   b. No
   c. Do not know
5. In your opinion, how adequate are the services provided by your agency (for students now in vocationally approved programs) for disadvantaged and handicapped students enrolled in vocationally approved programs provided by your agency?
   a. No additional services provided
   b. Marginal
   c. Adequate
   d. Do not know
6. How would you rate the adequacy of equipment and facilities for vocationally approved programs in your agency?
   a. Equipment
      1. inadequate
      2. fair
      3. adequate
      4. do not know
   b. Facilities
      1. inadequate
      2. fair
      3. adequate
      4. do not know
   c. Expendable Supplies
      1. inadequate
      2. fair
      3. adequate
      4. do not know
7. To what extent is there an equal proportion of students enrolled in vocationally approved programs as their proportion in the school population?
   a. Disproportionate number of students in certain races due to existing barriers of enrollment.
   b. Disproportionate number of students in certain races but no known barriers to their enrollment.
   c. Approximately equal proportion of students of various races enrolled in vocational programs.
   d. Do not know.
8. To what extent is there a disproportionate number of males in vocationally approved programs traditionally enrolled in by males?
   a. Disproportionate number of males and female students in vocationally approved programs due to barriers.
   b. Disproportionate number of male and female students in vocationally approved programs, but no known barriers to enrollment.
   c. Approximately an equal proportion male and female students of each sex enrolled in vocationally approved programs.
   d. Do not know.
9. What *one* of the following statements most adequately reflects your opinion concerning your agency's inservice activities emphasizing equal opportunity for all students?
   a. No inservice activities have been conducted or are necessary.
   b. No inservice activities have been conducted although such inservice would be beneficial.
   c. Inservice quality needs to be improved.
   d. Quality inservice of this nature has been conducted.
   e. Do not know.
10. To what extent has the articulation of vocationally approved programs occurred?
    a. Within your agency
       1. extensively
       2. moderately
       3. little
       4. none
    b. Outside your agency
       1. extensively
       2. moderately
       3. little
       4. none
11. Which *one* of the following actions affecting the instructional process do you feel most likely result in improving or maintaining the quality of your agency's programs to prepare individuals for employment in specific occupations?
    a. Do not know.
    b. Seek to increase involvement of business and industry personnel in the development of instructional programs to be offered.
    c. Provide for related on-the-job experiences to supplement classroom instruction.
    d. Arrange for individuals from business and industry to provide in-school instruction.
    e. Update teachers' occupational skills and knowledge.
    f. Update equipment.
    g. Update instructional facilities.
    h. Make classroom assignments, shop work, and projects more like real work environment.
    i. Update efforts to evaluate student progress in the attainment of job-related skills.
    j. Other (specify) _____
12. In your agency, which *one* of the following factors do you feel most appropriately measures the success of a given instructional

program designed to prepare an individual for employment?

a. The percent of graduates placed in jobs.
b. The percent of graduates placed in jobs which are directly related to their training.
c. The amount of student satisfaction with the training program.
d. The program's ability to hold students who otherwise might drop out of school.
e. The growth in general employability skills of each student.
f. The growth in job specific skills of each student.
g. The growth of general employability and job specific skills of each student.
h. The number of students admitted to advanced training programs.
i. The rate at which graduates advanced to more responsible positions within their chosen occupation.
j. Employer satisfaction with employee program graduates.
k. Other (specify) _____

13. How well do you think students have achieved in vocationally approved programs offered by your agency?
    a. Student achievement is quite evident relevant to goals and objectives of programs.
    b. Student achievement is less than needed for obtaining full value from vocational programs.
    c. Student achievement in general has been very minimal.
14. Which of the following sources of information are utilized in planning programs designed to prepare students with general employability and job specific skills (circle all that apply).
    a. Labor market demand information.
    b. Interest surveys of current and potential students.
    c. Student completer/leaver data.
    d. Demographic, economic and sociological data.
    e. Advisory committee/council input.
15. What do you feel is the best method of measuring student achievement in your agency's vocationally approved programs?
    a. Student performance on standardized test.
    b. Students' demonstration of marketable job skills.
    c. Students' ability to obtain employment.
    d. Students' personal satisfaction.
    e. Students receiving credentials.
    f. Grades received by students.
    g. Other (specify). _____

Student Perception Survey

1. For each of the following items, circle the number of the responses which most accurately reflects your opinion concerning your school.
2. Unless otherwise indicated circle only *one* response per statement.
3. Vocational approved program refers to instructional programs, services, and activities approved under provisions of Chapter 258 Iowa Code.

---

1. I am enrolled in a program that I understand is designed to prepare me for employment in one of the following areas:
   1. Agriculture/Agribusiness
   2. Marketing & Distribution
   3. Health Occupations
   4. Consumer & Homemaking
   5. Home Ec Related Occupations
   6. Business & Office Occupations
   7. Trade & Industrial Occupations
   8. Other (specify) _____
   9. Not enrolled in a program preparing for employment

2. I am in:
   1. 9th grade (Freshman)
   2. 10th grade (Sophomore)
   3. 11th grade (Junior)
   4. 12th grade (Senior)
   5. Merged Area School (1 year or less)
   6. Merged Area School (more than 1 year)

3. From the following list of services, rate those you have used by circling a number on the scale form 1-5. 1 being poorest quality and 5 the highest.

a. Counseling	1 2 3 4 5
b. Career Information	1 2 3 4 5
c. Placement Services	1 2 3 4 5
d. Special Services to special groups (Handicaped, etc.)	1 2 3 4 5
e. All of the above	1 2 3 4 5

4. In your opinion, have steps been taken in your school to insure that vocationally approved programs are accessible to:
   a. Ethnic minorities
      1. Yes 2. No 3. Don't Know
   b. Both sexes
      1. Yes 2. No 3. Don't Know
   c. Disabled students
      1. Yes 2. No 3. Don't Know

5. Circle the services *not provided but needed* by students with handicapping conditions enrolled in vocationally approved programs.
   1. Accessibility to facilities
   2. Counseling
   3. Specialized career information
   4. Remedial classes
   5. Special services (Braille translators, interpreters for the deaf, etc.)
   6. All above services are provided
   7. Other (specify) _____
   8. Don't Know

6. In my opinion, many occupations are inappropriate for women
   1. Yes 2. No 3. Don't Know

7. Do restrictions exist in your school which discourage students from enrolling in a vocationally approved program traditionally taken by the opposite sex?
   1. Yes 2. No 3. Don't Know

8. Do counselors and instructors encourage you to enter courses on the basis of your ability rather than on the basis of your sex?
   1. Yes 2. No 3. Don't Know

9. How would you rate the information you have received from *teachers* about your occupational interests and career plans?
   1. Valuable
   2. Somewhat useful
   3. Of no value
   4. Have not talked with teachers about my career plans.

10. How would you rate the information you have received from *counselors* about your occupational interests and career plans?
   1. Valuable
   2. Somewhat useful
   3. Of no value
   4. Have not talked with counselors about my career plans

11. Have you found the Career Information System of Iowa (CISI) helpful in making career choices?
   1. Yes
   2. No
   3. Have not used CISI
   4. Unfamiliar with CISI

12. Who was most influential in your decision to enroll in your course of study?
   1. Teacher
   2. Counselor
   3. Friend(s)
   4. Parents
   5. Other (specify)

13. Does your school offer a variety of different programs to help prepare students for employment?
   1. Yes
   2. No
   3. Don't Know

14. Have you had to repeat courses unnecessarily in this institution that you had already taken in high school or at another postsecondary institution? (NOTE): Only area school students should respond
   1. Yes
   2. No
   3. Not applicable

15. Can a student gain the job skills required to get and advance in a job in the vocationally approved program you are enrolled?
   1. Yes
   2. No
   3. Don't Know
   4. Not applicable

16. Do your teacher(s) of vocationally approved courses clearly explain what is to be learned?
   1. Yes
   2. No
   3. Not applicable

17. Are the facilities, equipment, and supplies used in your vocationally approved program suitable for the occupation for which you are preparing?
   1. Yes
   2. No
   3. Don't Know
   4. Not applicable

18. If you are a member of a vocational student organization (FFA, VICA, DECA, etc.) is it a valuable part of your vocationally approved program?
   1. Yes
   2. No
   3. Don't Know
   4. Not applicable

19. If you are not enrolled in a vocationally approved program was the scheduling of classes a deciding factor in your decision not to enroll?
   1. Yes
   2. No
   3. Don't Know
   4. Not applicable

20. Have you ever been asked to participate in an evaluation of your vocationally approved program?
   1. Yes
   2. No
   3. Not applicable

21. Would you recommend the vocationally approved program you are taking to a friend?
   1. Yes
   2. No
   3. Don't Know
   4. Not applicable

22. If not enrolled in a program to prepare you for employment, circle the occupational area or specific job you wish to prepare for.
   1. Agriculture/Agribusiness
   2. Marketing & Distribution
   3. Health Occupations
   4. Consumer & Homemaking
   5. Home Ec Related Occupations
   6. Business & Office Occupations
   7. Trade & Industrial Occupations
   8. Other (specify) _____
      _____
   9. Not applicable

Advisory committee program assessment

Rate each statement on a scale of 1 to 5 as it applies to quality of the program (One (1) being poorest quality and five (5) being highest quality). If insufficient data exists to rate any statement, indicate in "insufficient data" column. Make any statements you wish under "comments" which will help the team develop recommendations for program improvement.

Name and site location of program being evaluated:

_____

	Poor	Fair	Satisfactory	Good	Excellent	Insufficient Data
1. There are written objectives for this program based upon the needs of students, business, industry and the community. Comments:	1	2	3	4	5	6
2. Program objectives are written in such a way that they do not discriminate against target populations. (e.g. minorities) Comments:	1	2	3	4	5	6
3. The program objectives are attainable. Comments:	1	2	3	4	5	6
4. The program provides for teaching the competencies needed for success in the occupation(s) for which the program is designed. Comments:	1	2	3	4	5	6
5. The program provides students with job-specific skills required for employment. Comments:	1	2	3	4	5	6
6. The courses included in the program are sequenced in a logical order. Comments:	1	2	3	4	5	6
7. Community resources are used effectively to enhance instruction in the program Comments:	1	2	3	4	5	6
8. Remedial instruction and supportive services are available to meet the needs of students. Comments:	1	2	3	4	5	6
9. Provisions, including special instructional strategies or services, are made to serve students enrolled in the program who possess limited English-speaking skills. Comments:	1	2	3	4	5	6

	Poor	Fair	Satisfactory	Good	Excellent	Insufficient Data
10. Student follow-up data are used to evaluate and improve the program.	1	2	3	4	5	6
Comments:						
11. Employer follow-up data are used to evaluate and improve the program.	1	2	3	4	5	6
Comments:						
12. Job opportunities currently exist for students completing the program.	1	2	3	4	5	6
Comments:						
13. The instructional equipment used in the program is comparable to that found in the occupation(s) for which training is provided.	1	2	3	4	5	6
Comments:						
14. The instructional equipment used in the program is updated and replaced as needed.	1	2	3	4	5	6
Comments:						
15. The facilities and equipment used for the program are in compliance with current state and federal regulations related to safety and accessibility.	1	2	3	4	5	6
Comments:						
16. When necessary, the facilities and equipment used for the program are modified to meet the special needs of disadvantaged and handicapped students.	1	2	3	4	5	6
Comments:						
17. A comprehensive program of guidance and counseling services is available to all students enrolled in the vocational program.	1	2	3	4	5	6
Comments:						
18. Student achievement records are on file and identify the occupational competencies achieved for which the program is designed.	1	2	3	4	5	6
Comments:						
19. Decisions regarding student admission to and retention in the program are made without regard to age, handicapped condition, national origin, race, religion, or sex.	1	2	3	4	5	6
Comments:						

	Poor	Fair	Satisfactory	Good	Excellent	Insufficient Data
20. Program policies and practices that have tended to deny or limit access to enrollment bases on age, handicapped condition, national origin, race, religion, or sex have been evaluated and modified as needed.	1	2	3	4	5	6
Comments:						
21. Instructional materials, teacher strategies, and curriculum content have been evaluated and modified as needed to eliminate sex bias and sex role stereotyping.	1	2	3	4	5	6
Comments:						
22. If enrollment in this program has previously been characterized by students of predominately one sex, specific steps have been taken to encourage students of the other sex to apply for admission.	1	2	3	4	5	6
Comments:						
23. Vocational education staff involved with the participants in the development of individual education plans (IEP) for handicapped students enrolled in the program.	1	2	3	4	5	6
Comments:						
24. Diagnostic data for each student identified as disadvantaged or handicapped enrolled in the program are used to improve instruction.	1	2	3	4	5	6
Comments:						
25. The advisory committee for this program is used effectively to:						
a. Develop standards for the program.	1	2	3	4	5	6
b. Promote the program.	1	2	3	4	5	6
c. Evaluate the program.	1	2	3	4	5	6
d. Recommend program improvements.	1	2	3	4	5	6
Comments:						

26. Identify major strengths of the program.

27. Identify major weaknesses of the program.

School District

Business education

A large portion of Iowa's youth will work in the business world, and all of them will devote a significant part of their earnings to the purchase of goods and services. Courses within business education provide students opportunities to develop skills and competencies necessary to entering a vocation of their choice and to participate in those fundamental experiences and learnings which are concerned with the operation of our economic and business systems.

All schools with a business education program will fill out Section A. Schools in Iowa with a distributive education program and/or an office occupation program will fill out Sections A and B.

Business Education - Section A

(____) Yes
(____) No
1. The department provides opportunities for basic business understanding.

(____) Yes
(____) No
2. The department provides for career awareness opportunities.

(____) Yes
(____) No
3. The department provides opportunities for students to develop acceptable work ethics.

4. Students are given opportunities to develop positive attitudes toward:

_____	_____	Self-Discipline
_____	_____	Time-management
_____	_____	Accepting responsibilities
_____	_____	Self-improvement
_____	_____	Assessment of one's own worth
_____	_____	Initiative
_____	_____	Punctuality
_____	_____	Dress

(____) Yes
(____) No
5. The department provides opportunities for students to achieve business literacy by creating:

Yes	No	
_____	_____	Economic understanding
_____	_____	Ability to conceptualize the individual's role within the economy
_____	_____	Knowledge of an ability to use resources

(____) Yes
(____) No
6. The department provides opportunities for students to achieve computer literacy.

(____) Yes
(____) No
7. The department provides opportunities for students to gain a usable understanding of business terminology.

(____) Yes
(____) No
8. The department provides a foundation for basic attitudes which:

Yes	No	
_____	_____	Allows the student to become adaptable to change
_____	_____	Provides students with the ability to learn alternative procedures or new equipment
_____	_____	Provides students with a wide variety of knowledge regarding duplicating skills
_____	_____	Allows students to develop positive attitudes toward interpersonal relations
_____	_____	Provides ability to interact with others
_____	_____	Provides ability to accept criticism
_____	_____	Recognizes the rights of others

(____) Yes
(____) No
9. The students are given the opportunities in decision making, analytical abilities, and problem solving.

(____) Yes
(____) No
10. The students are given opportunities to master computation skills.

11. The students are given opportunities to upgrade the following language arts skills:

Yes	No	
_____	_____	Writing
_____	_____	Grammar/publication
_____	_____	Vocabulary
_____	_____	Speaking
_____	_____	Listening
_____	_____	Spelling
_____	_____	Original Composition
_____	_____	Proofreading
_____	_____	Telephone Communications

12. The students are given opportunities to develop the following skills:

Yes	No	
_____	_____	Keyboarding
_____	_____	Record Management
_____	_____	Machine Transcription
_____	_____	Reprographics
_____	_____	Equipment Operations
_____	_____	Record Keeping
_____	_____	Shorthand
_____	_____	Data Processing

(____) Yes
(____) No
13. The department provides opportunities for students to prepare for gainful employment (vocational) and to help students acquire the necessary knowledge for their individual business experiences (personal use).

(____) Yes
(____) No
14. The department objectives are reviewed periodically and updated to reflect changing business conditions and educational practices.

(____) Yes
(____) No
15. The business education department provides a printed curriculum guide which indicates the sequence of offerings to achieve the stated goals of the student.

(____) Yes
(____) No
16. The curriculums are in a state of continuous revision and improvement based upon advisory committee recommendations, surveys, and other sources of information that relate to the education program.

(____) Yes
(____) No
17. The staff is certificated and teaching in the approved areas.

(____) Yes
(____) No
18. The faculty members assume membership and participation in professional organizations.

(____) Yes
(____) No
19. The teachers are knowledgeable about the economic sector of society and provide planned experiences for students to develop an understanding of the free enterprise system.

(____) Yes
(____) No
20. Provisions are made for individualized instruction.

(____) Yes
(____) No
21. There are well-defined objectives provided for each class.

22. Vocational preparation is offered for:

Yes	No	
_____	_____	Stenographic positions
_____	_____	Clerical positions
_____	_____	Bookkeeping positions
_____	_____	Positions in marketing and distribution

(____) Yes
(____) No
23. The department members assist in department planning, such as equipment, purchases, development of curriculum, selection of students, and placement of students.

(____) Yes
(____) No
24. The teaching load is reasonable in regard to number of preparations, student-teacher ratio, and extracurricular assignments.

(____) Yes
(____) No
25. The teacher selects textbooks that fulfill the needs of the students in their chosen career.

(____) Yes
(____) No
26. Teaching aids such as newspapers, magazines and reference books are used in the classroom.

(____) Yes
(____) No
27. Periodic surveys are made to be sure the classroom equipment is as modern as that which is used in business establishments.

(____) Yes
(____) No
28. There is a rotation plan of trade-in for machines in order to keep modern equipment in the classroom.

(____) Yes
(____) No
29. Classrooms provide adequate space for effective instruction.

(____) Yes
(____) No
30. Safety measures are taken in regard to electrical outlets, wiring, and other potential hazards.

(____) Yes
(____) No
31. The instructional standards of the department meet the entry level required by business.

(____) Yes
(____) No
32. The department emphasizes the development of personal and social competencies which are necessary for successful employment.

(____) Yes
(____) No
33. All students regardless of sex, race or disability have equal access to all courses in business education.

(____) Yes
(____) No
34. Curriculum content and instructional materials are representative of the cultural/racial diversity in the United States and imply that business skills are important to both boys and girls.

(____) Yes
(____) No
35. Enrollments in courses that are predominately one sex have been reviewed to insure counseling or curriculum policies are not a contributing factor in class composition.

Comments

1. List the major goals for this area

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

Marketing and Distributive education/office occupations - Section B

Marketing and Distributive education is a program of instruction which is designed to provide opportunities for students to prepare for employment in marketing, merchandising, and management.

Office occupations is a program of instruction using a combination of courses and practical experiences organized into a program of instruction to provide opportunities for students to prepare for or advance in selected office occupations.

Please indicate the appropriate program in your school:

_____ Marketing and Distributive Education
_____ Office Occupations

Organization

(____) Yes
(____) No — 1. The primary objective of marketing and distributive education/office occupations is to prepare persons for entry, adjustment, and advancement in distributive education/office occupations.

(____) Yes
(____) No — 2. Instruction is based primarily on the local concerns in marketing and distributive education/office occupations; however, area, state, and national trends are taken into consideration.

(____) Yes
(____) No — 3. Students of diverse abilities, aptitudes, interests, and cultural backgrounds who want, need, and can profit from the instruction are served.

(____) Yes
(____) No — 4. Students are counseled periodically by teacher-coordinators, employers, and guidance counselors concerning progress towards their career objectives and future plans.

(____) Yes
(____) No — 5. Individual student records are maintained by the teacher-coordinator regarding the occupational achievements of each student.

(____) Yes
(____) No — 6. The marketing and distributive education/office occupations advisory committee provides input in planning, implementing, and evaluating the program.

(____) Yes
(____) No — 7. Effective public relations techniques are employed to disseminate information about the programs to the community and students.

(____) Yes
(____) No — 8. A written rationale is available which describes the basis for the organizational plan of the program.

(____) Yes
(____) No — 9. Procedures for the terminal placement of graduates are provided.

(____) Yes
(____) No — 10. Placement for graduates is provided.

(____) Yes
(____) No — 11. Training stations for marketing and distributive education/office occupations comply with established employment and safety practices.

(____) Yes
(____) No — 12. Training sponsors of marketing and distributive education/office occupations are oriented to their responsibilities to provide real-life learning experiences for students on the job.

(____) Yes
(____) No — 13. Training sponsors make periodic evaluation of the student's occupational experiences.

(____) Yes
(____) No — 14. The teacher-coordinator is employed for a sufficient period of time before and after the regular school year in order that initial placement, terminal placement, follow-up and evaluation activities may be accomplished.

(____) Yes
(____) No — 15. Adequate coordination time is provided the teacher-coordinator to coordinate classroom instruction with other sources of student learning, including on-the-job training.

(____) Yes
(____) No — 16. The marketing and distributive education/office occupations program is considered to be an integral part of the total vocational education effort of the school.

Course Offerings

(____) Yes
(____) No — 1. The marketing and distributive education/office occupations program includes instruction for students who have a career objective, who can profit from the instruction, and allows for refinement or redirection of careers.

(____) Yes
(____) No

2. The marketing and distributive education/office occupations curriculum includes basic economic understandings.

(____) Yes
(____) No

3. The distributive education/office occupations program provides instruction to give students an understanding and appreciation of the American private enterprise system.

(____) Yes
(____) No

4. The distributive education/office occupations program advances the goals of the total educational program.

(____) Yes
(____) No

5. The distributive education/office occupations program is correlated with other content areas.

(____) Yes
(____) No

6. The curriculum is cooperatively planned and sequenced to provide for continuous growth of students.

Facilities

(____) Yes
(____) No

1. Facilities and equipment reflect the specific goals of the program and provide spaces for program development.

(____) Yes
(____) No

2. The teacher-coordinator is provided with adequate office space and equipment.

(____) Yes
(____) No

3. Electrical outlets are safe and located to facilitate the work of the classroom.

4. Place a check before equipment available for use by the coordinator and students.

_____ Bulletin board
_____ Chalkboard
_____ Visual-aid projection equipment
_____ Audio and visual recording and playback equipment
_____ Bookcase
_____ Magazine rack
_____ Sales facilities
_____ Display facilities
_____ Typewriter
_____ Duplicating equipment
_____ Telephone
_____ Cash register
_____ Paper cutter
_____ Sign printing equipment
_____ Specialized laboratory equipment

(____) Yes
(____) No

5. Plans and budget provisions are made for the evaluation, replacement, and addition of instructional materials and equipment on a systematic basis.

Staff

Each member of the distributive education/office occupations staff:

(____) Yes
(____) No

1. Has specialized training and is approved for content areas.

(____) Yes
(____) No

2. Has training in teaching strategies appropriate for those students with special needs.

(____) Yes
(____) No

3. Has developed and maintains good professional relations with the business community.

(____) Yes
(____) No

4. Utilizes resource persons to assist with instructional activities when their services will enhance teacher effectiveness.

(____) Yes
(____) No

5. Demonstrates a commitment to the profession as evidenced by participation in professional activities of the field.

(____) Yes
(____) No

6. Works cooperatively with other teachers in planning and coordinating instruction.

(____) Yes
(____) No

7. Shows evidence of knowledge of current practices through participation in workshops and other learning experiences.

Program

(____) Yes
(____) No

1. Instructional outcomes are consistent with the school's objectives.

(____) Yes
(____) No

2. A variety of instructional methods and activities appropriate for the diverse learning styles, needs, and abilities of students is utilized.

(____) Yes
(____) No

3. A student association is an integral part of the program of studies.

(____) Yes
(____) No

4. Community resources are used to enrich the instructional program.

(____) Yes
(____) No

5. Each student has an individualized training plan specifying competencies to be learned on the job and/or in the classroom-laboratory.

(____) Yes
(____) No

6. Training plans are cooperatively constructed by the teacher-coordinator, the training sponsor, and the student.

(____) Yes
(____) No

7. On-the-job training includes a planned sequence of activities and learning experiences.

(____) Yes
(____) No

8. Training stations are selected which provide occupational growth opportunities consistent with the student's capabilities, interests, objectives, and goals.

(____) Yes
(____) No

9. The related classroom phase of cooperative distributive education/office occupations is taught by the teacher-coordinator.

(____) Yes
(____) No

10. Course objectives, study guides, assignment sheets, and current bibliographies are used effectively.

(____) Yes
(____) No

11. Textbooks and instruction materials are up to date and readily accessible.

(____) Yes
(____) No

12. Appropriate audiovisual materials are readily accessible.

(____) Yes
(____) No

13. Current issues of newspapers, magazines, periodicals, business and government publications, and other reference materials are available.

(____) Yes
(____) No

14. Materials including business forms, handbooks, training manuals, charts, maps, posters, and display materials are available.

(____) Yes
(____) No

15. A file of supplementary materials including product information is maintained. A file of current catalogs of available resource materials is maintained.

(____) Yes
(____) No

16. Instructional materials are free of sex and ethnic bias.

Evaluation

(____) Yes
(____) No

1. Each student has a stated career objective for distributive education/office occupations.

(____) Yes
(____) No

2. Evaluation is based upon stated performance objectives.

(____) Yes
(____) No

3. Evaluation of student achievement involves the student, teacher-coordinator, and when appropriate, the training sponsor and/or employer.

(____) Yes
(____) No

4. Follow-up studies are undertaken annually to assess the effectiveness of existing programs and to determine the need for new or expanded programs or for program revision.

Comments

1. List the major goals for this area.

2. Identify the outstanding features of this program.

3. Indicate the features of this program which need improvement.

4. Identify the items currently being completed to strengthen this program.

5. Indicate some suggestions for long-range improvements of this program.

Local Evaluating Committee

Date _____

1. _____

2. _____

3. _____

4. _____

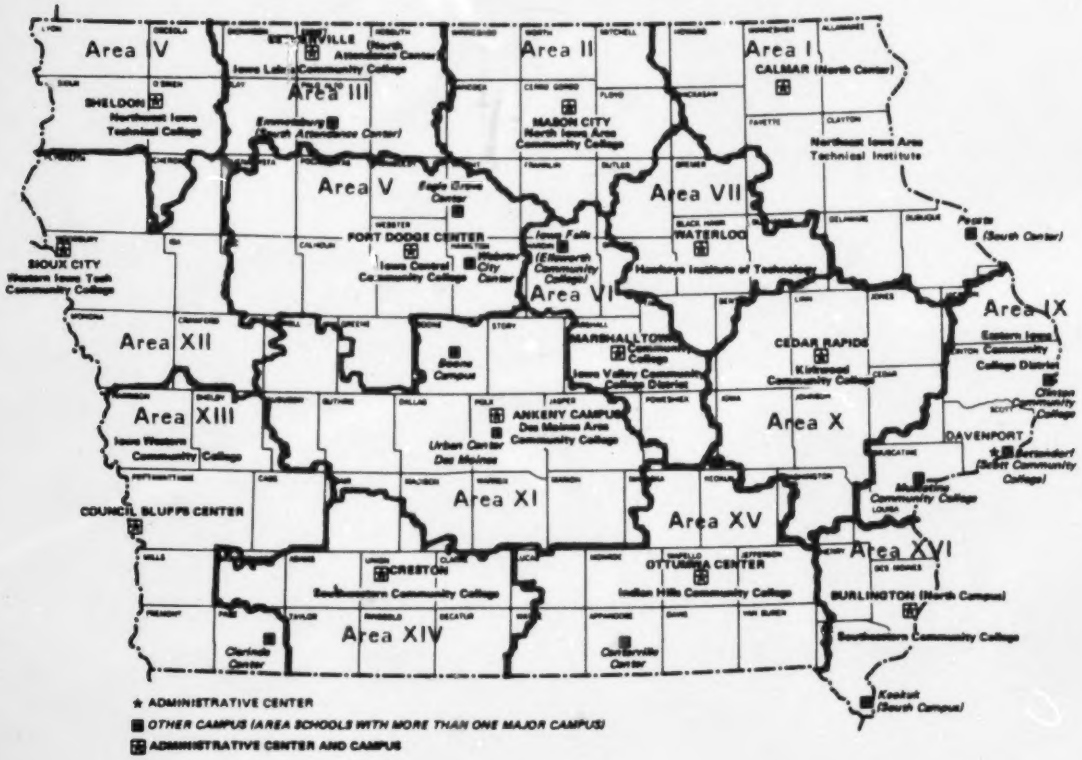
Division III
Section J

Business Education Programs
at the Community Colleges in Iowa

Jolyne Ghanatabadi, Compiler
Des Moines Area Community College
Ankeny, Iowa

Iowa Area Colleges

(Iowa Area Community Colleges and Area Vocational Schools)



- Area I Northeast Iowa
  Technical Institute
  P.O. Box 400
  Calmar 52132
  Tel (319) 562-3263
- Area II North Iowa Area
  Community College
  500 College Drive
  Mason City 50401
  Tel (515) 421-4399
- Area III Iowa Lakes
  Community College
  19 South 7th St.
  Estherville 51334
  Tel (712) 362-2601
- Area IV Northwest Iowa
  Technical College
  Highway 18 West
  Sheldon 51201
  Tel (712) 324-2587
- Area V Iowa Central
  Community College
  330 Avenue M
  Fort Dodge 50501
  Tel (515) 576-3103
- Area VI Iowa Valley
  Community College
  22 West Main Street
  Box 536
  Marshalltown 50158
  Tel (515) 752-4643
- Area VII Hawkeye
  Institute of Technology
  Box 8015
  1501 East Orange Road
  Waterloo 50704
  Tel (319) 296-2320
- Area IX Eastern Iowa
  Community College
  2804 Eastern Avenue
  Davenport 52803
  Tel (319) 322-5015
- Area X Kirkwood
  Community College
  6301 Kirkwood Blvd. SW
  Box 2068
  Cedar Rapids 52406
  Tel (319) 398-5501
- Area XI Des Moines Area
  Community College
  2006 SW Ankeny Blvd.
  Ankeny 50021
  Tel (515) 964-6200
- Area XII Western Iowa
  Technical Comm. College
  4647 Stone Avenue
  Box 265
  Sioux City 51102
  Tel (712) 276-0380
- Area XIII Iowa Western
  Community College
  Box 4-C
  2700 College Road
  Council Bluffs 51502
  Tel (712) 325-3200
- Area XIV Southwestern
  Community College
  1501 West Townline
  Box 458
  Creston 50801
  Tel (515) 762-7081
- Area XV Indian Hills
  Community College
  Ottumwa Ind Airport
  9th and College
  Ottumwa 52501
  Tel (515) 683-5111
- Area XVI Southeastern
  Community College
  Drawer F
  Highway 406
  West Burlington 52655
  Tel (319) 752-2731

Business education programs at the community colleges in Iowa

There are a total of 15 community colleges districts in the state of Iowa. At most of the community colleges, there are business programs in the areas of accounting, bookkeeping, computer programming, distributive education, secretarial and clerical.

In the following pages are examples of typical curriculums that are found in each general program area and course descriptions as well as a list of program titles that are found in the business area at community colleges.

At some of the community colleges, there is a challenge or waiver procedure where a person who has had previous course work in high school or work experience may test out of some of the courses needed to complete a program; this is found primarily in the secretarial/clerical programs.

A student may take courses at a community college and then later transfer to a four-year university. It is recommended that if a student wishes to do this that he or she check with the university to see what courses will transfer.

Accounting specialist program courses

The length of this program is approximately two years.
Auditing
Beginning Typing
Business Calculators
Business Correspondence
Business Law
Business Math or Algebra
Business Procedures and Management
Business Report Writing
Cost Accounting I
Cost Accounting II
Cost Accounting III
Human Relations
Income Taxes
Intermediate Accounting
Internship
Introduction to Business
Introduction to Data Processing
Principles of Accounting I
Principles of Accounting II
Principles of Accounting III
Principles of Economics
Principles of Finance
Speech

Bookkeeping program courses

The length of the program is approximately 9 to 12 months.
Beginning Typing
Business Calculators
Business Law
Business Math
Business Report Writing of Business Correspondence
Human Relations
Income Tax
Internship
Introduction to Data Processing
Payroll Accounting
Principles of Accounting I
Principles of Accounting II
Principles of Economics

Computer programming courses

The length of the program is approximately two years.
Advanced COBOL
Assembler
Business Math
Communication Skills
DOS/VS Concepts and Facilities
Data Management
Fortran IV
Introduction to COBOL
Introduction to Data Processing
PL/1
Principles of Accounting I
Program Design
RPG
System Analysis

Marketing and Distributive education

In the area of distributive education at the community colleges, there are many different programs. The two programs that are found most often are Fashion Merchandising and Retail Marketing/ Management.

Fashion merchandising program courses

The length of the program is approximately two years.
Advertising
Business Math
Business Report Writing
Fashion Buying
Fashion Design
Fashion Show Procedures
History of Fashion
Human Relations
Internship
Introduction to Business
Introduction to Data Procesing
Principles of Accounting I
Principles of Management
Principles of Marketing
Retail Merchandising
Retailing
Salesmanship
Speech
Textiles

Retail marketing management courses

The length of the program is approximately two years.
Advertising
Business Law
Business Report Writing
Human Relations
Internship
Introduction to Business
Introduction to Data Processing
Personnel Supervision
Principles of Accounting I
Principles of Accounting II
Principles of Economics
Principles of Marketing
Retailing
Sales Management
Salesmanship
Speech

Secretarial/clerical programs

Secretarial program courses

The length of the program is 9 to 12 months
Advanced Shorthand (Gregg or Forkner)
Advanced Typing
Beginning Typing
Beginning Shorthand (Gregg or Forkner)
Business Calculators (or Business Math and Calculators)
Business Correspondence
Business English
Business Math (or Business Math and Calculators)
Human Relations
Intermediate Shorthand (Gregg or Forkner)
Intermediate Typing
Internship or Simulated Office
Introduction to Data Processing
Machine Transcription
Office Procedures
Records Management
Secretarial Accounting or Principles of Accounting or Recordkeeping
Word Processing

Clerical program courses

Advanced Typing
Beginning Typing
Business Calculators (or Business Math and Calculators)
Business Correspondence
Business English
Business Math (or Business Math and Calculators)
Human Relations
Income Tax
Intermediate Typing
Internship
Introduction to Data Processing
Machine Transcription
Office Procedures
Payroll Accounting
Principles of Accounting II
Records Management
Secretarial Accounting (or Principles of Accounting I)

Business education program titles

Accounting programs

Accounting Clerk
Accounting Specialist
Accounting System Technician
Bookkeeping

Secretarial and clerical programs

Administrative Secretary
Business Office Supervisor
Clerical
Clerk Typist
Correspondence Secretary
Executive Secretary
General Office Clerk
General Secretary
Insurance Secretary
Legal Secretary
Medical Office Clerk
Medical Records Technician
Medical Secretary
Office Specialist
Receptionist
Secretarial

Marketing programs

Advertising and Sales Promotion
Apparel and Accessories
Energy Marketing
Fashion Merchandising
Finance and Credit-Agricultural Banking
Finance and Credit Banking
Food Distribution
General Merchandising
Hardware and Building Materials
Home Furnishings
Hotel and Restaurant Management
Industrial Marketing
Insurance
Parts Clerk
Petroleum Marketing
Purchasing
Real Estate
Retail Marketing/Management
Tool and Equipment Rental
Wholesale Marketing

Data processing programs

Computer Analyst
Computer Operator
Computer Programmer
Data Entry Operator
Data Processing Specialist
Small Computer and Console Operator

Course Descriptions

Advanced COBOL — Continuation of Introduction to COBOL and extends exposure to include more complex techniques including table handling, sorting and file maintenance.
Advanced Shorthand — building advanced skills and competencies in transcription
Advanced Typing — A continuation of Intermediate Typing with an emphasis on technique, speed and control refinements. Includes typing of correspondence, tabulations, business forms, rough drafts, manuscripts and other office practice problems.
Advertising — This course deals with the modern techniques of sales promotion. Units of study include the world of sales promotion, advertising media, research, budgeting, creating advertising and careers in sales promotion.
Algebra — Includes the properties of the real numbers, polynomials, fractions, exponents, first-degree equations and inequalities in one variable, functions and their graphs, and systems of equations.
Assembler — Teaches the student to design, code and debug processing programs written in assembler language code.
Auditing — An introduction to the auditing of financial records. Includes topics in audit standards, legal responsibility and the conduct of an adult.
Beginning Shorthand — Introduction to the basic theory of shorthand. Includes shorthand alphabet, brief forms and frequently used phrases. Reading and writing practice develops speed while learning the principles.
Beginning Typing — Basic machine operation and correct techniques of typewriting. The fundamentals of business correspondence typewriting, centering and tabulation are learned.
Business Calculators — Concentration on building speed and accuracy in the use of electronic calculators. Also includes solving practical business math problems.
Business Correspondence — Emphasis on factors that affect good business communication in the writing of letters, memos and reports.
Business English — Designed to improve the student's written communication skills. Emphasis on correct grammar, punctuation, and spelling as applicable to business communication.
Business Law — An introduction to our legal system. Course content includes the court system, contracts, sales, commercial papers, bail-

ments, business organizations, partnerships and corporate forms of ownership.

Business Math — This course will introduce the student to the basic operations using whole numbers, fractions, decimals and percentages. Includes trade and cash discounts, mark-up, interest, depreciation, investment and insurance calculations, payroll and other related business applications.

Business Math and Calculators — Combines the teaching of business math with the proper use of electronic calculators.

Business Procedures and Management — Emphasis on office management. Topics include techniques for effective decision making, organizing and planning, leadership, human relations and communications.

Business Report Writing — Emphasis on effective communication through writing and analyzing business reports. Includes data collection, analysis, formats and styles.

Communication Skills — Reviews communicative usage and mechanics of standard expression. Students apply communication skills through oral and written composition exercises.

Cost Accounting I — An introduction to accounting concepts and classification of costs, procedures and problems in job order costing, process costing, by-products and joint products costing.

Cost Accounting II — A detail study of managerial accounting through the planning and control of factory overhead, materials and labor, problems in planning of profits, costs and sales through the use of budgets, forecast statements and cost behavior analysis.

Cost Accounting III — A study of controlling costs and profits through standard costing, analyzing variances and direct costing. Cost and profit analysis using problems in break-even and cost-volume-profit analysis, differential cost analysis, capital expenditure planning and control, marketing cost analysis, product pricing and linear programming.

DOS/VS Concepts and Facilities — Provides an introduction to the concepts and facilities of the Disk Operating System/Virtual Storage. Includes sufficient information to allow the student to load the supervisor, initiate operation of the system in a multiprogramming environment, run programs and terminate the system using appropriate statements and commands.

Data Management — The course content will present to the student an overview of Data Base Design. Data Management concepts will be viewed from the users, analyst and programmer perspective. Discussion will be presented about both the operational and informational data base uses. The work of the Data Base Administrator in preparing for building a Data Base will be outlined.

Fashion Buying — The course emphasizes the procedures involved in the merchandising of fashion buying. Emphasis is placed on fashion markets, recordkeeping, market planning and purchasing of merchandise to cover planned sales, fashion promotions, customer wants, needs, and desires.

Fashion Design — This is a basic course on art principles and the application of those principles of design to fashion trends. Emphasis is placed on the relationships of design and fabric selection and the proper adaptation of accessories to the total fashion look.

Fashion Show Procedure — A study of all the working elements which bring fashion shows into being for institutional and promotional value to a retail store.

FORTRAN IV — The purpose of this course is to teach the student how to use the FORTRAN language. Included are FORTRAN structures, I/O statements, arrays, subscripting, control statements, subprograms, data storage and retrieval.

History of Fashion — This course explores the historical development of fashion and its influence on today's fashion trends. The political, social and economic events of history affecting fashion cycles is emphasized.

Human Relations — A course dealing with understanding human behavior in general, understanding one's own behavior, understanding the behavior of others, and understanding the importance of good human relations in successful employment.

Income Tax — A study of federal income tax regulations as they relate to common types of income tax reports required of individuals, partnerships and corporations. Tax reporting regulations will also be studied as they apply to the employer's responsibility in connection with payroll deductions for social security and withholding; and as they relate to contributions for unemployment compensation.

Intermediate Accounting — A review of accounting principles with increased emphasis on the theoretical foundations of financial accounting and reporting. Includes an introduction to concepts of present-value and actuarial mathematics and their applications in financial accounting, long-term investments in equity and debt securities, state of changes in financial position and statement analysis.

Intermediate Shorthand — Emphasis on building speed and transcription skill while reinforcing the principles learned in Beginning Shorthand.

Intermediate Typing — A continuation of Beginning Typing with an emphasis on skill building and production typing. Includes business forms, reports and business correspondence.

Internship — Students will be given practical work experience in on-the-job training in a business.

Introduction to COBOL — Presents ANSI COBOL programming language fundamentals and coding techniques. This course includes the writing of COBOL programs using structured techniques.

Introduction to Business — An introduction to the nature of a business organization and its management. Includes objectives of a business organization, production objectives and planning, marketing and strategy and legal considerations.

Introduction to Data Processing — Introduces the student to the basic data processing cycle and the current systems, methods and equipment used for rapid handling of large quantities of business data.

Machine Transcription — Transcribe machine dictated business correspondence into mailable format using either regular or automatic typewriter. Emphasis on spelling and grammar.

Office Procedures — A study of the many elements of office work. Includes mail handling, postal services, receptionist duties, office forms, work organization, selecting office supplies and current and future trends in offices and office work.

PL/1 — The capabilities of the PL/1 language are explored, case problems are written to emphasize the features of the language flexibility.

Payroll Accounting — The accounting and recordkeeping procedures associated with payroll. Includes wage and hour law, the social security act and payroll taxes.

Personnel Supervision — Analyzes the manager's unique role as it relates to superiors and subordinates. Major emphasis is on principles of effective supervision of employees. Includes communication, motivation and appraisal.

Principles of Accounting I — Basic theory and structure of accounting, emphasizing accounting cycles and preparation of accounting statement for service organizations.

Principles of Accounting II — A continuation of Principles of Accounting I. Includes topics in accounting for partnerships and corporations, plant assets and investments.

Principles of Accounting III — A continuation of Principles of Accounting I and II. Includes topics in accounting for product costs, budgeting and financial statement analysis.

Principles of Economics — A general introductory course to introduce the student to the field of economics. It deals with economic issues of fiscal policy, money and banking, internal trade and finance, supply and demand and economic growth.

Principles of Finance — An introductory course in business finance. Includes topics in acquiring and allocating capital, dividend policy, operating and financial leverage, finance markets and related topics.

Principles of Marketing — Buying, selling, product development, dealer development, storage, risk-taking, financing, advertising, and market information are all studied to determine their importance in the marketing process. The role of each business engaged in marketing, as well as the role of the consumer in our changing society, is also examined.

Principles of Management — Course examines decision making, communication, policy formulation, scientific management, staffing and training employee relations and other areas of management responsibility.

Program Design — Presents the techniques to analyze a problem for solution by computer; design and document that solution. Includes step-by-step documentation of solution algorithm. Techniques used include flowcharts, decision tables and structured design.

RPG — Study of the basic steps of programming. Student learns to design, code and debug various problems written in the report program generator language.

Recordkeeping — Students will receive instruction in the theory of debit and credit with practice in analyzing and recording various business transactions in order to understand the structure of various financial reports. Students will also be given instruction in payroll techniques, financial transactions and procedures in recording withholding taxes and employer expenses.

Records Management — The purpose of this course is to acquaint students with the basic filing rules and the four basic filing methods: alphabetic, numeric, geographic and subject. In addition, students study available filing equipment and supplies, records control and retention and evaluation of records systems and personnel.

Retail Merchandising — This course gives the student an understanding of the quantitative aspects of retail operations, such as pricing, inventory, stock-turn and control.

Retailing — This is a comprehensive study of the principles and practices of retail distribution. Included are areas of study in retail policies as they affect location, layout, buying, receiving and marketing.

Salesmanship — This course is designed to help the student meet a wide variety of selling situations; personal selling, selling through self-selection, and self-service. Personality development is stressed in addition to the principles of selling.

Secretarial Accounting — The complete process of keeping records using a double entry system involving debits and credits is covered. Problems involving journalizing, posting, trial balance, worksheet, and financial statements are utilized.

Simulated Office — This course provides the student with the opportunity to explore and develop skills and competencies through learning activities in a simulated model office.

Speech — A course designed to familiarize the student with the communication process such as selection of topic, determination of purpose, audience analysis, selection and organization of supports and delivery.

System Analysis — Stresses methods and tools used in systems analysis and design. Analysis of information flow and establishing system specification and equipment needs and planning the implementation of information systems.

Textiles — The purpose of this course is to develop a skill and knowledge of characteristics of natural and man-made fibers; the qualities, cost and weaves in manufacturing and finishing processes of textiles, fibers, yarns and fabrics; and a knowledge of appropriate fabrics for various uses, considering qualities and care required.

Word Processing — A study of word processing concepts and practices. Includes instruction on how to use automatic typewriters and machine transcription.

Division III
Section K

Teacher Certification Requirements for Business Education in Iowa

Department of Public Instruction
Des Moines, Iowa

Teacher certification requirements for business education

Class of certificate

Permanent professional certificate

Requirements for the professional certificate must have been completed. In addition, the applicant must be the holder of an approved master's degree from a recognized institution and have had 4 years of successful teaching experience. Valid for lifetime of holder except when revoked or suspended for cause.

Professional certificate

Baccalaureate degree and completion of approved teacher education program from a recognized institution. Valid for ten-year term and renewable according to prescribed conditions.

Preprofessional certificate

This certificate is not available to new applicants except for certain teachers of specific career subjects. It is valid for a six-year term and renewable according to prescribed conditions.

Substitute certificate

This certificate is available to applicants who have once held an Iowa or non-Iowa certificate (exclusive of emergency or temporary certificate). It shall be valid for a term of six years and only for the same services authorized by the certificate once held by the applicant. It is renewable according to prescribed conditions.

Temporary certificate

This certificate is issued only upon regulations as established by the Department of Public Instruction It is valid for a one-year term and renewable according to prescribed conditions.

For further information and forms, contact:

Teacher Education and Certification Division
Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319

Approval for secondary teachers

Any applicant completing an approved four-year secondary teacher education program, including supervised student teaching at the secondary level and a bachelor's degree from a recognized institution, will be approved to teach in grades nine through twelve in ONLY those areas for which approval is listed on the certificate. However, an applicant may teach any subject in grades seven and eight EXCEPT art, music, industrial arts, and physical education without specific approval listed on the certificate. In order to teach art, music, industrial arts, and physical education in grades seven and eight, specific approval must be listed on the certificate.

Adding approval areas after original issuance of certificate

Any teacher desiring to add an approval area(s) after the issuance of an original certificate may do so by meeting one of the following two options:

Option #1. Identify with one of the Iowa teacher-preparing institutions and meet said institution's current requirements for the approval desired and receive said institution's recommendation.

Option #2. File all records of credit with the Teacher Education and Certification Division of the Department of Public Instruction requesting an evaluation. If the individual meets current requirements in force, additional approval areas will be granted.

Business education endorsements and approval areas

Secondary

Endorsement 20

Secondary teacher (7-12) applicant shall have an approved four-year secondary teacher education program, including supervised student teaching, completion of at least two semester hours in either American history or American government, and completion of an approved human relations component.

Approval areas:

035 Accounting Completion of twenty semester hours in accounting or completion of twenty-four semester hours in the broad area of business to include six semester hours in accounting.

036 Business Law Completion of twenty-four semester hours in the broad area of business, to include six semester hours in business law.

037 Basic Business Completion of a distribution of twenty-four semester hours in a broad area of business.

038 Shorthand Completion of twenty-four semester hours in the broad area of business to include the advanced course in shorthand.

039 Typewriting Completion of twenty-four semester hours in the broad area of business to include the advanced course in typewriting.

069 Economics (For Business Education Majors) Completion of twenty-four semester hours in the broad area of business to include twelve semester hours in economics.

100 Data Processing Completion of twenty-four semester hours in the broad area of business to include a course in data processing.

101 Office Skills Completion of twenty-four semester hours in the broad area of business, to include a distribution of shorthand, typewriting, and office machines.

Endorsement 21

Secondary preparatory/occupation (9-12) applicant must meet requirements as outlined in the State Plan for Career Education.

State Plan Requirements. Completion of the baccalaureate-degree teacher education program, completion of a minimum of eight (8) semester hours (12 quarter hours) of vocational "foundation" areas, completion of at least two semester hours in either American history or American government, and completion of an approved human relations component.

Approval areas

040 Marketing and Distributive Education Completion of a program meeting requirements as outlined in the State Plan for Career Education: Completion of the baccalaureate-degree program leading to certification shall provide for technical competencies in the following areas: advertising, data processing, retail/wholesale marketing, and salesmanship. Also required is 3,000 hours or 1-1/2 years of related work experience. (See attached program description.)

079 Office Education Completion of requirements as outlined in the State Plan for Career Education: Completion of a program that provides technical competencies in the following areas: accounting, data processing, office machines, shorthand, and typewriting. Also required is 3,000 hours or 1-1/2 years of related work experience. (See attached program description.)

023 Multi-Occupations Cooperative Teacher-Coordinator

Option #1. Completion of the program outlined in the baccalaureate-degree teacher education program for multi-occupations cooperative teacher coordinator.

Option #2. Completion of a baccalaureate-degree, approved teacher education program with 4,000 hours or two (2) years of practical occupational experience — earned after completion of high school and excluding teaching experience. (See attached program description.)

Secondary temporary approval

A temporary approval may be granted on a year-to-year basis in cases where individuals have not satisfied the completion of specified teacher education studies and/or competencies and/or acquired the specified amount of occupational experience in the subject to be taught. Annual progress must be made in order to continue the temporary approval.

Postsecondary

Endorsement 71

Authorization to serve as instructor in vocational or technical field in an area vocational school or area community college or public community or junior college.

State Plan Requirements. Completion of a baccalaureate-degree program or other competency and experience requirements, completion of a minimum of eight (8) semester hours (12 quarter hours) of vocational "foundation" areas, completion of at least two semester hours in either American history or American government, and completion of an approved human relations component.

Business occupations

Marketing and distributive education

Option #1. Completion of the secondary marketing and distributive education preparation as outlined in the State Plan for Career Education.

Option #2. Completion of baccalaureate degree, and in lieu of the outlined preparation in Option #1, 1-1/2 years or 3,000 hours of recent practical experience in distributive occupations; technical competencies in the areas of advertising, data processing, retail/wholesale marketing, and sales.

Option #3. Completion of 6,000 hours or three years of successful occupational experience completed after high school graduation in the subject matter area to be taught. In assessing the occupational experience, consideration should be given to the quality, relevancy, and diversity of such experience. (See attached program description.)

Office education

Option #1. Completion of the secondary office education preparation as outlined in the State Plan for Career Education.

Option #2. Completion of baccalaureate degree, and in lieu of the outlined preparation in Option #1, 1-1/2 years or 3,000 hours of recent practical experience in office occupations; technical competencies in the areas of accounting, office machines, shorthand, and typewriting.

Option #3. Completion of 6,000 hours or three years of successful occupational experience completed after high school graduation in the subject matter area to be taught. In assessing the occupational experience, consideration should be given to the quality, relevancy, and diversity of the experience. (See attached program description.)

Data processing

Completion of a minimum of 6,000 hours or three years of recent, practical experience in the subject to be taught (e.g., key punch, data programming, data processing). In assessing the occupational experience, consideration should be given to the quality, relevancy, and diversity of such experience. (NOTE: A baccalaureate degree program has not yet been developed — see attached program description.)

Postsecondary temporary approval

A temporary approval may be granted on a year-to-year basis in cases where individuals have not satisfied the completion of specified teacher education studies and/or competencies and/or acquired the specified amount of occupational experience in the subject to be taught. Annual progress must be made in order to continue the temporary approval.

Program Descriptions of Career Preparatory Programs (Vocational-Technical)

Multi-occupations cooperative teacher-coordinator

Program. Completion of a baccalaureate-degree, competency-based teacher education program.

The program should include provision for the teacher-coordinator to gain the following minimum competencies:

1. Assist student-learners with job-related problems.
2. Develop a cooperative training agreement between student-learner, school, and cooperating employer.
3. Check student-learner progress with cooperating employer, on-the-job instructor, and other personnel.
4. Develop a systematic training plan with a cooperating employer.
5. Designate on-the-job learning experiences.
6. Orient training station staff to objectives of the program.
7. Develop and maintain a good working relationship with training station personnel.
8. Conduct visitations to training stations.
9. Supervise individual student-learner's performance.
10. Involve cooperating employer in the evaluation of student-learner's performance.
11. Develop procedures for job and program transfer.
12. Develop policy on absenteeism, work schedules (hours), job transfer, and wages.
13. Develop, administer, and interpret evaluation forms for on-the-job training.
14. Involve students in evaluating cooperative work experience.
15. Correlate related and technical instruction with student-learner's on-the-job training.
16. Assist student-learners in job orientation.
17. Develop a plan of student-learner supervision.
18. Develop and maintain student-learner progress reports.
19. Select training stations.
20. Participate in and/or conduct workshops and other programs to assist cooperating employers in understanding their role in the cooperative program.
21. Obtain follow-up information from graduates and former student-learners.
22. Arrange school and work schedules with student-learners, faculty, and cooperating employers.
23. Aid student-learners in obtaining work permits.
24. Evaluate the facilities of prospective training stations.
25. Secure advisory committee recommendations for training stations.
26. Conduct a training station development program.

The program shall include provision for 4,000 hours or two years of practical occupation experience, earned after the completion of high school:

Qualifications:

Option #1. The preparation outlined in the baccalaureate-degree teacher education program for multi-occupations cooperative teacher coordinator.

or

Option #2. Completion of a baccalaureate-degree, approved teacher education program.

Two years or 4,000 hours of practical occupational experience, earned after the completion of high school — excluding teaching experience.

Collegiate studies in:

1. History and philosphy of vocational-technical or career education.

and

2. Coordination of cooperative occupational education programs or demonstrated competence and knowledge in administering and organizing cooperative programs.

All instructors and administrative personnel must meet the following requirements for certification: 18 years of age or over; physically competent; morally fit to teach; have two (2) semester hours of college credit in American history or American government; and studies in human relations.

Data processing (secondary/postsecondary)

Program. Subject-matter content and supervised experience requirements for a preservice baccalaureate-degree program have not been developed.

Qualifications. A minimum of 6,000 hours or three years of recent, practical experience in the subject to be taught (e.g., key punch, data processing, and vocational teacher education courses outlined under Professional Education). In assessing the occupational experience, consideration should be given to the quality, relevancy, and diversity of such experience.

Marketing and distributive education (secondary)

Program. The teacher has the responsibility for coordinating the theoretical learning activities of the classroom with those practical learning experiences on the job. The teacher must interpret the distributive education program to the school and adults interested in marketing and distribution by providing relevant learning experiences.

The distributive education teacher-coordinator who develops and administers an effective program will achieve a cooperative working relationship between the schools and the business community. The competencies for an effective performance require a combination of teaching ability, public relations techniques, and a general knowledge of the world of business.

The program shall provide methodologies for the development of understandings and skills in the distributive education subject areas included in the secondary school curriculum.

The program shall develop instructor, adviser, and program administrator competencies to plan and coordinate a pupil's in-school learning experiences with actual learning on the job.

The program shall provide individual experiences and studies in processes leading to the utilization of community resource personnel.

The program shall provide theoretical and/or practical educational experiences in working with adults.

The program shall develop competency in planning and implementing current curriculum materials.

The program shall provide theoretical and/or practical educational experiences in working with adults.

The program shall develop competency in planning and implementing current curriculum materials.

The program shall include appropriate study in the areas related to the content in the secondary school curriculum.

The program shall require experiences which encourage knowledge of and involvement in the professional organizations and the literature relative to distribution and distributive education.

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The program shall include provision for practical business experience (3,000 hours or 1½ years) acquired in employment for candidates not having previous acceptable experiences.

The baccalaureate-degree program leading to certification shall provide for technical competencies in the following areas:

advertising
data processing
retail/wholesale marketing
salesmanship

Qualifications. Completion of the baccalaureate-degree teacher education program shall qualify a person for teaching marketing and distributive education at the secondary level.

Marketing and distributive education (postsecondary)

Qualifications:

Option #1. The preparation outlined for secondary marketing and distributive education.

or

Option #2. A baccalaureate degree; and in lieu of the prescribed program, 3,000 hours or 1½ years of recent practical experience in distributive occupations; technical competencies in the areas of advertising, data processing, retail/wholesale marketing, and sales; and the career teacher education courses outlined under professional education.

or

Option #3. Three years or 6,000 hours of successful occupational experience completed after high school graduation in the subject-matter area to be taught and vocational teacher education courses outlined under professional education. In assessing the occupational experience, consideration shall be given to the quality, relevancy, and diversity of such experience.

Office education (postsecondary)

Qualifications:

Option #1. The preparation outlined for secondary office education.

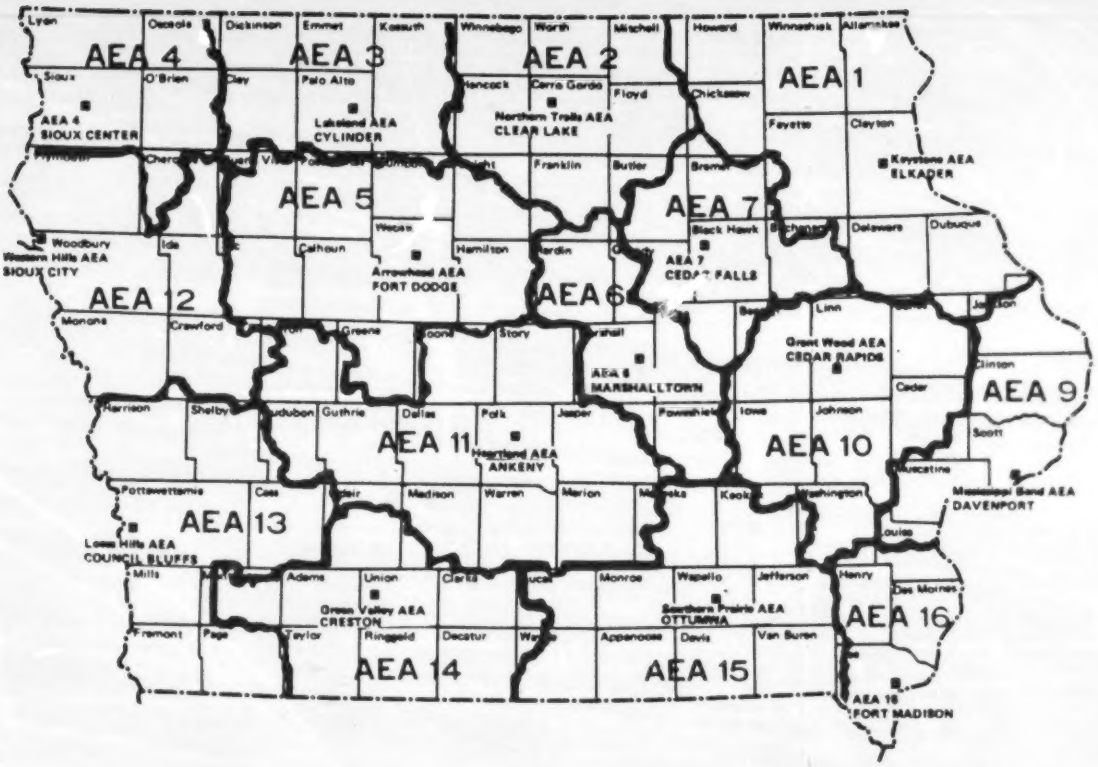
or

Option #2. A baccalaureate degree; and in lieu of the prescribed program (3,000 hours or 1½ years of recent practical experience in office occupations); technical competencies in the areas of accounting, data processing, office machines, shorthand, and typewriting, and the vocational teacher education courses outlined under professional education.

or

Option #3. Three years or 6,000 hours of successful occupational experience completed after high school graduation in the subject matter area to be taught and vocational teacher education courses outlined under professional education. In assessing the occupational experience, consideration should be given to the quality, relevancy, and diversity of such experience.

Area Education Agencies



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Elkader, IA 52043
(319) 245-1480

Area Education Agency 2
Northern Trails AEA
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Clear Lake, IA 50428
(515) 357-6125

Area Education Agency 3
Lakeland AEA
Cylinder, IA 50528
(712) 424-3211

Area Education Agency 4
102 South Main Avenue
Sioux Center, IA 51250
(712) 722-4378

Area Education Agency 5
Arrowhead AEA
1235 5th Avenue South
Box 1399
Fort Dodge, IA 50501
(515) 576-7434

Area Education Agency 6
210 South 12th Avenue
Marshalltown, IA 50158
(515) 752-1578

Area Education Agency 7
3712 Cedar Heights Drive
Cedar Falls, IA 50613
(319) 277-3330

Area Education Agency 9
Mississippi Bend AEA
2604 West Locust
Davenport, IA 52804
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Grant Wood AEA
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1520 Morningside Avenue
Sioux City, IA 51106
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Loess Hills AEA
Box 1109 — RR 1
Council Bluffs, IA 51501
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